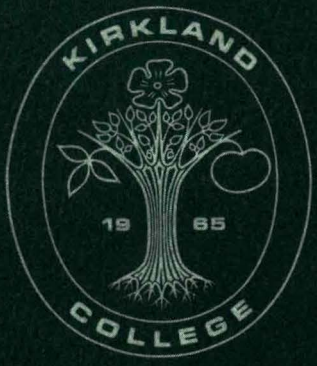

The Catalog of Kirkland College 1975–1976

Kirkland College does not discriminate on the basis of race, gender, religion or ethnic background in the administration of any program or policy, with the exception of admission to candidacy for the degree, which is limited to women.

The Catalog of Kirkland College 1975–1976

Clinton, New York 13323

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introduction

The student interested in enrolling at Kirkland College should bear in mind three things: its educational philosophy, the structure which has emerged as an expression of that philosophy, and the fact that ours is a close coordinate relationship with Hamilton College.

We explore admission credentials for evidence of successful work of good quality and for evidence that the applicant has the ability and the practice necessary to organize and direct her own studies in and out of the classroom situation. On the basis of these qualifications, it is the first educational assumption of the College that such students can and should assume a major responsibility for their own education.

We urge students to consider, before coming to college, their reasons for pursuing higher education. Once at Kirkland, we ask, in a number of ways, that students constantly evaluate their chosen course of study, justifying it both to themselves and to the faculty. Means are available (through independent study, student-initiated courses, work-study and other programs) for students to investigate almost any aspect of knowledge in almost any responsible manner. The extent to which the student may wish to diverge from traditional modes of teaching and learning will depend largely on her ability to use the resources, human and programmatic, available to her at the College.

Kirkland accepts as its goal the development of the highest potential available within its students. We do not believe that our mission is to produce a particular category of professional types nor is it our mission to produce a particular category of ideal person. We recognize that students come to us as individuals, and we are determined that they be educated as individuals, emerging from the College with that individuality strengthened and intact. We hope to graduate individuals who have achieved the mental and emotional autonomy required to live and work in a changing world, and the ability to synthesize the demands of the heart and of the mind.

We believe in the ideal that an academic community is, at its best, a community of learners, some more experienced than others, who mutually explore subjects of interest to them. This belief affects the way in which we teach and the way in which our program is designed. The faculty possesses special competence in a variety of academic disciplines and possesses, as well, the skills of ordering and of learning which, in themselves, will form one of the major transmitted elements in the undergraduate educational experience.

In their role as advisers as well as in their role as teachers, the faculty will be involved not only with content but with method, not only with theory but with practice. They will urge the incoming student to exploration and, when interest and timing are right, they will assist her in the design of the more concentrated work of the junior and senior years.

Most classes at Kirkland are limited to no more than twenty students, although when the educational goals of the course are better served by a larger or a smaller group, variations are possible. Each faculty member understands that his or her job extends beyond the formal classroom presentation; regular individual conferences are expected to provide each student with a context in which her specific interests and abilities can be directly addressed.

In keeping with our educational philosophy, we use a credit/no-credit assessment of the student's work in each course, and a detailed written evaluation of her efforts and her accomplishments is given at the end of each semester of work. Evaluation is considered a part of the learning process, in which the student is made aware of her individual growth as well as her comparative mastery of an undertaking.

The College has structured its curriculum and the faculty according to major divisions of knowledge and without departments defined by academic discipline. Course offerings are sponsored by the Divisions of Humanities, Social Sciences, Sciences, and Arts.

The College tries to reduce the sometimes arbitrary distinction between the abstract, historical matters dealt with in the classroom and the concrete ways in which those same matters are confronted in our daily lives. College students tend to encounter new academic challenges at precisely the moment when questions of personal definition and action must also be faced. We believe that it is the role of the college community to recognize the strong relationship between personal growth and the exercise of intellectual and creative capabilities.

Governance of the college community reflects our commitment to the mature student. Early in its history, the College created the Kirkland Assembly as a form of representative self-government for the community of students, faculty and administration. The committees of this student/faculty body discuss and present various recommendations of both academic and non-curricular matters to the Assembly for action. Participation in the governance of the College exacts a high price in terms of time and energy from faculty and students, yet such involvement can be another major dimension of the educational experience.

A student entering Kirkland will find that she is at two schools, not just one. Hamilton College, our distinguished coordinate partner, is directly across the road from the Kirkland campus. Our new joint library is on the Hamilton campus, as is the Business Office, the Student Center, the Bookstore and the Health Center. More important, there is available to the Kirkland student all the academic resources of this College of 950 men, just as Kirkland's classes are available to Hamilton students.

Although the two Colleges seek the same goal—an excellent liberal arts education for their undergraduates—the methods and attitudes, while overlapping, are sometimes quite different. The result is a richness and variety in both academic and social life which directly benefits students. We do not duplicate our offerings; rather, we draw strength from their diversity and a liveliness from their comparison which would not be possible in a single institution.

As Kirkland enters the second decade of its formal existence, it is undergoing a thorough self-evaluation. Our findings indicate that the basic philosophy and the coordinate relationship have grown stronger and have been proved by experience to be the effective system our founders hoped for—a strong basis for Kirkland's future in the next quarter of the century.

History

Kirkland College opened in September, 1968, as the first independent women's college to be founded in the East since 1926.

In 1961, Robert W. McEwen, fourteenth president of Hamilton College, initiated a study of ways to expand his College to meet modern educational needs without sacrificing Hamilton's all-important human scale—its moderate size and its favorable student-faculty ratio. With a committee of the Hamilton trustees and faculty, he perceived that the best way to achieve these goals was to establish several cooperating undergraduate colleges clustered near Hamilton, each independent, each coordinate with the others, and each clearly attuned to teaching as its primary responsibility. Each College would have its own administration, faculty, campus and board of trustees. Common to all would be business and purchasing offices, buildings and grounds maintenance, health services, several special-purpose buildings and the library: books, building and technical services.

In recommending the cluster plan, the Hamilton trustee committee, headed by Walter Beinecke, Jr.—later first chairman of Kirkland's Board of Trustees—proposed that the first member college in the cluster be a liberal arts college for women. They envisioned a new institution which would answer as completely as possible the intellectual and personal needs of women in the second half of the twentieth century. President Emeritus Millicent C. McIntosh of Barnard College accepted the chairmanship of a committee of distinguished educators which next examined the question of how the new college would meet those needs. From the outset, the members of this committee stressed the fact that they should confine their discussions to the needs of academically superior young women who would be the intellectual equals of Hamilton students. Out of the investigations and discussions of the McIntosh Committee came the foundations on which subsequent Kirkland plans have rested.

The College takes its name from a local township. In naming Kirkland, however, the trustees also honored Samuel Kirkland, a missionary who in 1766 came to the Clinton area to live among the Oneida Indians. There, he later founded an academy to educate white and Indian youth, and in 1793, with the help of Alexander Hamilton, Kirkland chartered his school as Hamilton-Oneida Academy, which in 1812 became Hamilton College.

Kirkland College was first granted a provisional charter by the Board of Regents of the State University of New York in 1965; in June of 1967, the Charter was made absolute. The first students matriculated in September of the following year, and Kirkland added a class each year until it graduated its charter class on May 25, 1972. In December of 1972, Kirkland was accredited by the Commission on Higher Education of the Middle States Association of Colleges and Secondary Schools.

A Note to Prospective Students and Their Parents

Kirkland College carries on its official business directly with the student whenever possible. Evaluation reports concerning academic work are sent directly to the student. College bills are addressed directly to the student as an indication of her personal and independent status. Any student accepting admission to the College must realize that she will have the responsibility which such status implies, and the parents of students at Kirkland should be aware that it will be the student's role to keep her parents informed of her personal progress at the College.

In the event of emergency, the College will notify the student's family, and should a student be separated from the College for any reason the College reserves the right to require the student to communicate with her parents or guardian. Normally, however, the student is our first concern and primary point of contact in all matters.

academic information

CURRICULUM

Coordinate Curricula

No college of Kirkland's size could hope to offer the number and variety of courses which formal knowledge now requires. Indeed, Kirkland has come into being, in part, in response to the recognition of this fact by Hamilton College. The curricula of the two Colleges are designed to complement each other, bringing to the joint community a combined range and diversity of courses beyond the reach of either partner acting individually. This mutually beneficial relationship is enriched by the fact that each institution has its own distinctive features, orientation and style. Students at Kirkland and Hamilton may register for courses at either College and should consult the course listings of the two Colleges in planning their programs. Students at both Colleges are urged to take full advantage of the coordinate curricula.

On-going consultation between Kirkland and Hamilton students, faculty members and administrators enables both Colleges to derive maximum benefit from this coordinate relationship. In addition, representatives of each faculty attend faculty meetings of the other

College as observers, and a variety of joint committees provides opportunities for more formal discussion of specific matters of common concern.

The Kirkland Curriculum: An Interdisciplinary Focus

Knowledge is not compartmentalized but is forever generating adjacent facts and tangential understandings. Kirkland believes that an interdisciplinary focus to the curriculum best reflects the continuity and relatedness of knowledge, which students should learn to perceive. Thus the divisional organization of the Kirkland faculty is itself a statement of educational priorities. This organization of the faculty into Divisions of the Arts, the Humanities, the Sciences and the Social Sciences is a direct consequence of Kirkland's interdisciplinary philosophy. Faculty members are grouped largely by the cognate nature of their respective disciplines, so that the divisional organization serves to unite and integrate the faculty, rather than to separate them in their search for a total intellectual experience that is challenging and responsive to student needs.

EVALUATION

Instructor's Final Report

Instructors are prepared to give, and a student is expected to seek, advice and counsel concerning her academic performance. In this way, each student can be helped to assess her academic progress and to attain her academic goals with maximum directness and satisfaction—and with a minimum of the kind of pressure by which traditional grading systems often produce self-destructive academic competition. At Kirkland, a student's formal record indicates "Credit" or "No Credit" for each course taken, and each student receives written evaluations of the quality of her work from each of her Kirkland instructors at the end of each semester or at the end of the unit of work. These evaluations are sent directly to the student. While copies are not sent to parents by the College, it is expected that students, as a matter of course, will share these reports with their parents. The student's transcript and copies of all her evaluations are kept in the Office of the Registrar (see "Transcript" section).

The following statement on evaluation outlines Kirkland's policy:

(1) Each instructor shall be the sole judge of the quality of student work done in fulfillment of requirements for his or her course.

(2) It shall be the instructor's responsibility to state clearly in the catalog description the aims of the course, giving specific notice of the ways in which student work shall be judged. The instructor shall

be responsible for eliciting evidence of the student's progress and understanding, consonant with the College's expressed aim to eliminate the use of the final exam as a convenient, short-cut, evaluative device. Pedagogical techniques will vary from instructor to instructor and from subject to subject, but it is the College's aim to evaluate progress and skill rather than to develop good test-takers.

(3) During the course of each term, it is the student's responsibility to consult with the instructor about the quality of her work. This is partially to ensure that no student be surprised by the nature of her final evaluative comments. Further, the Office of the Dean of Academic Affairs will be notified as soon as it becomes evident that a student's performance in a course may lead to a "No Credit." The Dean will inform the student's adviser. In the case of a first-semester freshman, the Dean may ask the student to inform her parents, or may contact them directly.

(4) Having determined by suitable means the extent to which a given student has accomplished the aims of the course, the instructor will then write an evaluation or comment. The primary purpose of such an evaluation is to inform the student, in writing, of the quality of her performance in the course. The instructor will signify whether credit has been earned.

(5) The notation "Credit" denotes the successful completion of the aims of the course as determined by the instructor.

(6) "No Credit" is assigned when, for whatever reason, the instructor judges that the aims of the course have not been met.

(7) An "Incomplete" is recorded on a student's transcript only if a student has failed to complete the work for a course due to illness or unusual circumstance. There is a standard policy under which incomplete work will be due no later than four weeks after the end of the semester. Under extraordinary circumstances, a faculty member and a student may agree to enter into a contract under which the work would be completed by a time of their own choosing. It is the student's responsibility to request an "Incomplete" before the semester's end. It is the instructor's prerogative to grant or deny a request for an "Incomplete."

(8) "WD" (withdrew from course) is recorded on a student's transcript when a "Drop" form is filed after the first eight weeks of the semester. If a course is dropped without filing a "Drop" form with the required signatures, a "No Credit" is recorded (see "Add/Drop" section).

Class Attendance

It is an assumption of the College that regular attendance at class, and

the consequent contact with faculty members and with fellow students, is a major means by which the academic program is accomplished. It is a further assumption that a student's failure to attend classes will therefore result in her failure to receive all that the College can offer her, and will seriously impair her ability to learn all that the course is designed to convey.

Because Kirkland's educational philosophy is based on the view that motivated undergraduates will wish to make the most of available academic programs, Kirkland places full responsibility for class attendance upon the student.

The College does not require class attendance; however, regular class attendance may be a requirement of particular courses, where the evidence for evaluation of students' performance comes primarily from classroom activities. Except where attendance is a stated course requirement, persistent absence from class cannot, in itself, be the basis for a "No Credit" evaluation. However, it is an assumption of the College that a student's avoidance of contact with her fellow students, and with faculty members in classes, will affect adversely her ability to achieve the objectives of the course. Poor attendance thus carries its own penalties in its effects on the student's academic performance.

Examinations

Kirkland discourages the use of the final examination as the major determinant of a student's success in a course. Some instructors will, however, use in-class tests and examinations as part of the process of evaluating students' performance. Students should therefore expect to produce evidence of their skills and progress in a variety of ways, such as class participation, projects, performances, exhibitions, essays and examinations.

Academic Standing

At the end of each term, the Committee on Academic Standing reviews the records of students in academic difficulty and recommends appropriate action. In particular, the Committee considers the records of students who have received "No Credit," two or more "Incompletes," or whose work is identified as marginal by instructors or advisers. The Committee generally responds with a letter of concern, warning, probation, or dismissal. Each case is handled individually, but common procedure is to send a letter of warning the semester before requesting that a student take a leave of absence. The student has the right to petition the Committee on Academic Standing for a reversal of its decision, even if the Committee has requested that the student leave school.

Students in academic difficulty are encouraged to consult their instructors and adviser. The Dean of Academic Affairs and the Assistant Dean of Academic Affairs are also available for consultation on academic problems.

Student Evaluation of Courses and Instruction

Each semester, a questionnaire is distributed to students in every Kirkland course. This survey of student opinion is conducted in order to evaluate the quality of courses and instruction at Kirkland. The questionnaire was drawn up by the Standing Committee on Academic and Curricular Affairs, and Assembly legislation requires that each student complete and submit an evaluation of each course before she or he can receive an evaluation or grade for that course. The questionnaires are confidential and strictly anonymous; students are urged to complete them thoroughly and thoughtfully. The results of the survey are used:

(1) To aid instructors in the improvement of their instruction and course offerings.

(2) To encourage student thought and concern about teaching, learning and their own educational objectives.

(3) To provide the College with student evaluations of teaching effectiveness, to be used with other information in making decisions of promotion, reappointment and tenure.

Academic Honesty

Kirkland expects academic honesty from all students. The following statements define Kirkland policy in this regard:

1. The Kirkland College Faculty Handbook stipulates that: "Students are to be evaluated on the basis of the work they have actually done. Work that has been plagiarized has, by definition, not been done by the student and cannot be evaluated by the instructor for purposes of credit or no credit. Plagiarized work does not fulfill the requirements of a course."

2. The Kirkland College Judiciary Board defines plagiarism "as the use of any information that is not general knowledge without crediting its source. Sources can include: books, papers written by anyone else, editorials, opinions, reference articles, any media, etc. Paraphrasing of other than general knowledge must be cited and credited as well.

"One paper cannot be submitted concurrently to two professors without consent of both professors. The re-use of *any* previously written original material or fraction thereof must first be approved by the professor."

The Judiciary Board urges that all cases of plagiarism be brought directly to the Board, and this should be the normal procedure. However, when the faculty member feels that resolution of a case between the student and faculty member alone is in the student's best interest, such a resolution is allowable. Should either party consider such a resolution unsatisfactory, he or she may bring the case to the Board for review.

"The Judiciary Board adjudicates cases of alleged plagiarism and its decisions, upon approval by the President, are final and binding. All procedures for plagiarism cases also apply to cases of alleged cheating."

These regulations and procedures apply to Kirkland students in all courses at both Kirkland and Hamilton.

ACADEMIC ADVISING

The Academic Adviser

Every entering student is assigned a faculty adviser with whom she may consult on all aspects of her academic program. The role of the initial adviser is to help the new student begin to shape her own education by advising her about academic possibilities and helping her to assess her own abilities and goals. The adviser's approval of course selections, concentration proposals, Winter Study proposals, alternative study options, summer study and Senior Project proposals is required. Normally, continuity of advising is to the student's advantage, and often a student will have the same adviser for the first two years. A student is always free to request a new faculty adviser, when the situation warrants. She should receive the permission of her new faculty adviser before making such a change and file the appropriate form with the Office of the Dean of Academic Affairs so that the new adviser will receive the student's advising folder.

When a student has decided on her field of concentration, she will select a faculty adviser in that field. By preregistration preceding her junior year, every student should have a Kirkland academic adviser who teaches, or has substantial background, in the student's chosen field of concentration. For specific concentration guidelines, see "The Field of Concentration" section.

Conferences

Individual meetings between a student and her instructors play an essential role at Kirkland. Each student is urged to arrange such conferences with course instructors, faculty advisers and with College officials about concerns affecting her Kirkland education.

In particular, students are expected to confer with the appropriate dean before initiating leaves of absence, and every student must obtain her faculty adviser's approval on a number of specific occasions: before registration each term, before declaring a field of concentration and before deciding on a change of program or proposing an alternative study (e.g., independent study, summer study, study abroad, work/study or field work). Every student is also urged to consult with her faculty adviser about more general questions related to her academic goals and development.

Conferences with course instructors, which provide students with constructive criticism, guidance and help throughout the semester, constitute an important part of a Kirkland education. The College expects students and instructors to arrange at least two conferences a semester for each course, in order to discuss the quality of the work being done. These conferences should be such that no student will be unduly surprised by the nature of her final evaluation in the course. Students should take the initiative in requesting conferences whenever they feel it is necessary.

The Academic Program

DEGREE REQUIREMENTS. Every candidate for the B.A. degree is required to complete successfully 32 semester course units plus three Winter Study credits prior to graduation. To be eligible for a Kirkland degree, each student must also fulfill all requirements for her concentration, including a Senior Project. All students, including transfer students, must complete at least 16 course units while registered at Kirkland.

TERM OF STUDY. The normal period of study is four years; any student who wishes to accelerate, or who requires more than four years, should make appropriate arrangements with her faculty adviser and the Assistant Dean of Academic Affairs.

COURSE LOAD. The normal load for full-time students is four courses per semester. With her adviser's permission, a student may elect a fifth course during a regular semester. There is a fee for all overelections except the first one, and except for certain courses in music performance, which can be elected above the normal four-course load without special fee (see "Special Fees" section under Finances).

A student who is registered for fewer than three courses is considered a part-time student. A part-time student must obtain prior approval from her adviser and the Assistant Dean of Academic Affairs for each semester of part-time study.

A student may audit a course with her adviser's approval and the instructor's written permission. An audit is a specific arrangement

between a faculty member and a student. The faculty member is not expected to evaluate written work for a student who is registered for an audit.

RESIDENCE. All students, including transfer students, must be in residence at least two years to qualify for a Kirkland degree. All full-time students are expected to live on campus. A student not in residence, who is taking a full program for credit off-campus, must be on academic leave of absence to qualify for transfer credit on her return. If a student wishes to take a leave for personal reasons, she takes a non-academic leave of absence (see "Leaves of Absence" section).

Part-time students taking two courses are required to live on campus and be counted in the meal service number, unless exempted by the Office of Student Affairs. Students taking only one course on a part-time basis may live off-campus without special permission.

LANGUAGE REQUIREMENTS AND TESTS. Recommendations for the study of foreign languages are set by each of the four Divisions and vary from one to another (see specific statements under Arts, Humanities, Sciences and Social Sciences). Students wishing to take work, above the elementary level, in foreign languages at Hamilton (French, Spanish, Russian and German) are advised to take Hamilton Language Placement Exams offered in the fall of every academic year.

Field of Concentration

In the spring semester of her sophomore year, each student must develop, in consultation with her adviser and other faculty members of her own choosing, a written proposal for her concentration. This proposal should contain an explicit definition of the substantive nature of the proposed concentration, its rationale and a tentative list of courses and other studies related to the program. It is up to the student and her adviser to determine the specific manner in which the requirements of a concentration will be met, within the context of the type of concentration desired by the student.

There are three types of concentrations open to all students:

(1) The self-designed concentration that may cut across traditional academic areas within or between divisions, and which is intellectually coherent and responsive to the student's educational goals.

(2) The division-sponsored concentration in any of the traditional disciplines, or in an interdisciplinary program defined by a faculty member and approved by the division concerned. Specific requirements for such concentrations are given in the course listings for each division.

Occasionally a student may propose a double concentration, in which case all requirements for each concentration must be met. An adviser from each discipline must approve the Senior Project.

(3) A designated interdisciplinary program with a distinct focus and definition, including specific procedures and requirements; the concentration in American Studies falls within this category.

It is the responsibility of the student and her advisor to consult as wide a range of faculty members as necessary in order to facilitate attaining the student's educational goals. The following are general guidelines for the choice of a concentration adviser:

(1) If the area of concentration is part of a discipline taught at Kirkland, the adviser will be a faculty member teaching in that discipline.

(2) If the area of concentration is not part of the Kirkland curriculum, the adviser will be a Kirkland faculty member specially designated by the Dean of Academic Affairs to supervise programs in that area.

(3) If the concentration is interdisciplinary, the adviser will be a Kirkland faculty member teaching in one of the disciplines. The adviser, as a matter of course, will consult with a representative or representatives of the other disciplines involved.

(4) If the concentration is student-initiated, the adviser will be a Kirkland faculty member whose training and interest in the area concerned are such as to make him or her generally considered qualified to advise in that area. The student and her adviser will consult with appropriate faculty members in cognate fields.

Senior Project

The Senior Project (one or two semesters, or possibly one semester for two credits, depending on the scope and intent of the project and the usual practice of the division of concentration) serves as the culmination of the student's academic program. It should give evidence of the student's competence in one or more disciplines, and of her ability to work independently and to communicate clearly and effectively. The student and her adviser should plan a project which reflects her major interests and the objectives of the student's area of concentration in the most appropriate form.

For a Senior Project carrying one credit and of one semester's duration, the student should submit a written proposal to her adviser two weeks before the end of the semester preceding the start of the project. For a spring semester Senior Project, the student should receive divisional approval by February 15. The Senior Project is to be completed by May 1 of the student's final year for spring gradua-

tion. A student expecting to graduate in August or January should consult with her adviser about a timetable for her proposal, divisional approval and completion of her Senior Project.

For a two-credit Senior Project, of two semesters' duration, the student should submit a written proposal to her adviser for divisional approval during the first week of the first semester in which the project begins. A student contemplating a two semester Senior Project may want to consult with her adviser in the spring of her junior year.

Academic Status, Records and Regulations

LEAVES OF ABSENCE. Leaves should be planned for one, or at the most two semesters at a time; leaves during the sophomore or junior year are usually most advisable. It is best for the student to plan leaves of absence so that she is on campus two of her final three semesters. Students on leave should keep in contact with their advisers and the Office of Academic Affairs. Prior approval for any leave of absence is required; it can be obtained by filing the appropriate request form which has been signed by the faculty adviser (see below).

(1) Academic Leave of Absence. A student undertaking an off-campus program for the equivalent of three or more Kirkland credits is considered on academic leave. A request for an academic leave of absence must include a full description of the off-campus program and requires the prior approval of both the student's adviser and the Assistant Dean of Academic Affairs.

(2) Non-Academic Leave of Absence. A leave for personal reasons is considered non-academic, although credit for part-time courses may be transferred, upon completion, with the prior approval of the faculty adviser and the Assistant Dean of Academic Affairs. A request for a non-academic leave of absence should include a statement of the student's plans for her time away and be signed by the student, her adviser and the Dean of Student Affairs.

(3) Required Leave of Absence. A student may be required to take a leave of absence upon recommendation of the Committee on Academic Standing. The student's return to Kirkland is contingent upon the Committee's approval of her petition for readmission. The Committee on Academic Standing may specify conditions to be satisfied prior to approval of a request to return. Such conditions may include informal reports from the student or formal evidence of work or study completed successfully elsewhere.

WITHDRAWAL FROM THE COLLEGE. Withdrawal from Kirkland is defined as the termination of the student's present academic status without prejudice. A student who is considering withdrawing from

the College should consult with her faculty adviser and with a counselor in the Office of the Dean of Academic Affairs or the Office of Student Affairs. A student on leave of absence who decides not to return to Kirkland should file an official notification of withdrawal. Students who have withdrawn must contact the Office of Academic Affairs before their records can be reactivated; readmission may require academic review.

ACCELERATION. A student who wishes to accelerate must consult with her faculty adviser and the Assistant Dean of Academic Affairs. A special form, "Plan to Accelerate," should be filed with the Office of the Dean of Academic Affairs.

For sophmore status, a student must have earned at least six Kirkland credits; junior status requires at least 14 credits; senior status, at least 22 credits (see also "Degree Requirements" section).

ADD/DROP. A course may be added during the first two weeks of the semester. The "Add" form requires the signature of the instructor and faculty adviser.

A course may be dropped within the first eight weeks of the semester, without becoming a part of the student's permanent record. A "Drop" form requires the signature of the faculty adviser and the instructor. A course dropped after the first eight weeks is recorded on the student's transcript as a "WD" (withdrew from course). If a student unilaterally drops a course without filing the "Drop" form with the required signatures, a "No Credit" is recorded.

TRANSFER CREDIT. Students who wish to transfer credit for courses taken at other accredited institutions to apply to the Kirkland degree, must submit an official transcript of work completed, to be evaluated by the Dean of Academic Affairs. Credit will usually be granted for courses in which the student received a grade of "C" or better. Students offering transfer credit must fulfill all graduation requirements (see "Degree Requirements" section).

When a Kirkland student wishes to take courses at another college for transfer credit, she must obtain her adviser's prior approval for the specific courses to be taken. Normally, such off-campus study will be undertaken during the summer or on academic leave of absence, in which case the specific courses must be approved in advance by both the student's adviser and the Assistant Dean of Academic Affairs (see "Off-Campus Study" section).

Once a transcript of successfully completed off-campus study is submitted, each course offered for transfer must be evaluated individually to determine equivalent Kirkland credit. A Kirkland "course unit" equals a four-semester-hour course. A full semester at Kirkland is four courses and equals 16 semester-hours. Therefore, a student

wishing to transfer a full semester's credit to Kirkland should present a full semester's credit from institutions using the semester system, i.e., 4 four-semester-hour courses or at least 5 three-semester-hour courses. A full term at an institution using the quarter or trimester system usually transfers as two-thirds of a full Kirkland semester. A student must take at least two quarter terms to acquire sufficient credits for one full Kirkland semester, and may apply surplus credits only in full course units.

1 or 2 three- or four-semester-hour courses, taken elsewhere on a part-time or summer session basis, may be transferred as equivalent to full Kirkland course units. Ordinarily, requests for transfer of part-time or summer credits will be granted up to a total of four such transfer credits.

SUMMER STUDY. Transfer credit for summer school courses taken at accredited institutions requires prior approval from the student's adviser and the Assistant Dean of Academic Affairs for the specific courses to be taken (see above).

Normally, a junior or senior should not plan to take introductory courses in summer school, unless the specific courses will contribute significantly to her educational goals and will complement her Kirkland program. The maximum credit which can be earned in one summer is two Kirkland credits.

CREDIT BY EXAMINATION. Kirkland credit may be awarded for AP, CLEP and CPE examinations in liberal arts subjects, provided the scores are within the range approved by the College (usually 4 or 5 on the AP; 80th percentile on other examinations).

No more than four AP credits will be accepted; no more than eight credits will be accepted for any combination of outside tests. Ordinarily, courses taken at a college while the student is in high school, can be offered *either* for high school *or* for college credit, but not for both.

TRANSCRIPT. The Kirkland transcript is the formal record of each student's academic performance at Kirkland. The transcript records "Credit" or "No Credit" for all courses taken at Kirkland or Hamilton, and credit accepted for transfer from other institutions. The transcript records "WD" for courses officially dropped after the first eight weeks of the semester. "Incomplete" is recorded *temporarily,* if a student has failed to complete work for a course before the end of the term.

Because this formal record indicates only "Credit," "No Credit" or "WD," Kirkland students needing transcripts often request that the Registrar send a supplementary packet of evaluations along with the

transcript. Course evaluations are the legal property of the student, and she may indicate whatever use or selection of these evaluations she wishes. However, the College strongly advises students to consider the rationale of any such selection, in order that the most effective use possible is achieved. For example, there may be purposes for which all evaluations are significant; in other situations, the student is best served by selecting the evaluations of her concentration work, or of the courses taken during her last two years at Kirkland.

A letter from the Registrar explaining Kirkland's evaluation system accompanies each transcript. A special letter from the Dean of Academic Affairs is sent for seniors applying for graduate study.

GRADE TRANSLATION. Kirkland's educational philosophy is expressed in its evaluation system of "Credit" or "No Credit" with detailed written evaluations. The Office of the Dean of Academic Affairs is responsible for interpreting this policy to other institutions and to prospective employers.

Since the College does not wish its policy and practices to penalize students as they seek employment or graduate or transfer admission, Kirkland has occasionally found it necessary to approve a request for traditional letter grades as a supplement to the Kirkland transcript and evaluations. However, this change is made only after ascertaining that the other institution's policy requires a grade translation. Grade translations are regularly approved for students who have applied to The Law School Data Assembly Service (LSDAS) or The Medical College Admission Test (MCAT). Requests for such grade translations for medical and law school applicants must be made through the Office of the Dean of Academic Affairs.

Grade translations are not ordinarily done for other reasons. If a student who has applied for graduate study or for transfer admission has a question about a particular school's response to Kirkland's evaluation system, she should consult the Office of the Dean of Academic Affairs. The Dean will make a personal contact with the appropriate admissions representative on behalf of the student. If the school then sends a written request for grades, faculty members are notified, via the Registrar and the Office of the Dean of Academic Affairs, that the student requires grades. *All* requests for grade translations must be made through the Office of the Dean of Academic Affairs.

ACCESS TO STUDENT RECORDS. Kirkland College has adopted policies which guarantee student's rights, reflect the College's basic philosophy, and comply with the Family Educational Rights and Privacy Act of 1974. The following statements outline the College

policy regarding the confidentiality of student files and the protection of a student's legal right of access to her educational records:

(1) The College defines a student's educational records as "those records, files, documents, and other materials directly related to a student which are maintained by a school. ..." Such a definition excludes admissions data, interview reports, and reader's comments gathered for the sole purpose of the admission decision, except as they are transmitted, as a part of the student record, to the offices of the Deans or Registrar.

Three files are maintained concerning students while they are at Kirkland: one is in the Registrar's office, and it contains the official transcript together with originals of all evaluations; another is maintained by the Dean of Student Affairs, containing basic information (the admissions application form) together with correspondence relative to housing and other non-academic matters; a third file, pertaining to academic status, is held in the Office of the Dean of Academic Affairs.

Documents pertaining to students receiving financial aid may also be found in the Office of the Director of Financial Aid.

All documents received by the College prior to January 1, 1975, which have been solicited under the promise of confidentiality, will continue, legally, under that protection. Further, the law does not provide access, by students, to confidential information submitted by their parents.

(2) Students who are enrolled at the time may exercise their right to access by making such a request, in writing, to the Dean or Director in whose charge the material is kept. No justification need be made.

The appropriate officer shall procure the file, examine it for material which is confidential under the law, and allow the student to look at the remainder of the file in the presence of the officer or someone designated as surrogate. The student shall be informed specifically of the nature of any material or documents withheld, and shall also be informed of her right to have any document of record copied. Such copying, if requested, shall be done by College personnel and per copy cost shall be borne by the student.

If a student wishes to challenge the right of the College to withhold materials it deems protected as confidential under the law, she may request a hearing. Such a hearing shall first involve the officer primarily responsible. If satisfactory resolution is not obtained, the matter shall be referred to the President's Advisory Group as the level of last resort within the College.

(3) In order to assure compliance with the law and to provide evidence of such compliance, the College has identified the following persons as authorized to have access to student files for legitimate educational purposes:

The President, the Dean of Academic Affairs, the Dean of Student Affairs, the Director of Admission, the Director of Financial Aid, the Vice President for Research and Evaluation, the Vice President for Development, or their designated assistants, together with members of the faculty acting in their capacity as teachers or advisers to specific students.

Records are kept in each student file to show access on the part of anyone from the outside, or anyone who would not otherwise have legitimate educational purposes in such access. In such instances, persons must indicate their name, date of access and the reason for the use of the material.

(4) As regards letters of recommendation written by faculty or administrative staff on behalf of enrolled students, the College has the option, under the law, to ask the student involved to waive her right of access to such letters in order to protect their confidentiality in *Kirkland's* files.

Kirkland has adopted an alternate position. The College will counsel faculty members to share the content of student letters of recommendation by copy or by consultation prior to their being sent, rather than to make a waiver of non-confidentiality a condition of faculty recommendation. In keeping with this policy, the College has urged faculty members to be candid with students for whom a mediocre or negative recommendation may be written. In some cases, therefore, students will be encouraged to seek a recommendation elsewhere if a more positive letter is desired.

So that prospective employers and graduate admissions committees may be aware of the Kirkland College policy, the College will enclose a cover letter from the Dean of Academic Affairs with each recommendation as our official indication that the recommendation is bona fide, that its contents have been made known to the student and that the letter is written without any form of coercion (a copy of the Dean's letter is available in the Office of the Dean of Academic Affairs).

ACADEMIC OPTIONS

One of the elements of flexibility built into the Kirkland curriculum is the opportunity for students to earn academic credit for a variety of programs which vary from the traditional course format or which are undertaken off-campus. These alternative study options vary in the

degree to which they are structured, but all require an ability to work independently and to take initiative.

Alternative Study

Three alternative study options are available to registered Kirkland students: independent study and two varieties of internship experience (field work and work/study).

INDEPENDENT STUDY. Independent study offers to qualified students an opportunity to pursue special interests to a degree not possible in regularly scheduled courses. Whether a student is qualified and whether she can profit from an independent study project are academic matters to be determined by the student's adviser and the proposed supervisor of the project, in consultation with the student. The guiding principles are that the proposed independent study project make good educational sense and that it add a dimension to the student's program not regularly available in the College curriculum. Students are encouraged to discuss the possibilities of independent study with their adviser and other faculty members. Normally, no student will be permitted to register for more than one independent study in any semester, except for the senior year when independent study may be taken in addition to the Senior Project.

Although independent study projects may take a variety of forms (e.g., supervised reading, a specialized research project, a small group of students undertaking a cooperative investigation of a common problem), they share a common emphasis: the responsibility of the student for the design and independent execution of the project with advice and counsel of the supervising instructor. In turn, the supervising instructor is responsible for the final evaluation of the work done. The frequency with which a student meets with her supervisor will depend upon circumstances and will vary from case to case. Independent study is not a tutorial. A student who requires frequent sessions with a faculty member is probably not prepared to undertake independent study. Faculty members will consider this factor when discussing independent study with students.

Proposals for independent study require the approval of the adviser and the consent of the faculty member who will supervise the project. Each independent study registration will be considered the equivalent of a regular course, in terms of the amount of work required and credit earned.

INTERNSHIP EXPERIENCE. An internship experience can be a valuable addition to a student's academic program. Students are encouraged to explore the possibility of doing such work during the regular semester as well as during the summer. Normally, such a work project is closely allied to the student's field of concentration or a cognate

field. It must be approved in advance by the student's adviser as offering an academically sound supplement to work already done, or in progress, in a regularly scheduled course at the College. Normally, an off-campus work project may not be used to fulfill the minimum requirements for a concentration. No student may submit toward her graduation requirements off-campus work in excess of the equivalent of six Kirkland courses. In no instance shall the combined credit for off-campus work and independent study exceed the equivalent of eight courses.

There are two types of off-campus work projects possible:

Field Work. A field work project is normally undertaken while the student is fully registered at Kirkland. To be eligible, a student must have completed the freshman year (eight courses), in a manner judged satisfactory by her adviser. Credit equal to one course at Kirkland may be earned for each field work project. Prior to undertaking field work, a student must submit a proposal to be approved by her adviser and an instructor whose professional interest is in the area of the project chosen. To obtain credit, a field work project must be considered meaningful and successful by an on-the-job supervisor, who will provide a written evaluation of the project. The faculty supervisor of the project must approve the student's self-evaluation and an analytical paper, written by the student at the completion of the field work experience. In all cases, arrangements with both the adviser and supervisor must be completed before the commencement of the project.

Work/Study. A work/study project is undertaken while the student is off-campus.

To be eligible, a student must have at least junior standing and have completed her previous work in a satisfactory manner. Credit equal to three Kirkland courses may be earned for each work/study project. In addition, during her work/study semester, the student may complete one course at an accredited college in a field other than that of her project. She may not, however, engage in an independent study project during this time. No student may earn Kirkland credit for more than one work/study project. To obtain credit for work/study, the student, her adviser and an instructor with professional experience in the field chosen, must agree in advance of the project's commencement, that for this student, the project offers the most efficient means of realizing a clearly formulated educational goal. The student, her adviser and the instructor must be in clear agreement that the project involves an important educational experience that could not be duplicated on the Kirkland campus. The student must work full time on her project and obtain a written evaluation of her work from an on-the-job supervisor. Within four weeks of her return

to campus, the student must submit a substantial and detailed analysis of her activities to her adviser and the instructor. In addition, the student must also submit her own evaluation of the extent to which the educational goal originally set has been realized. The final report must be approved by the student's adviser and the instructor.

Off-Campus Study

Off-campus study includes all study at other institutions and recognized junior year abroad programs, as well as summer study, and off-campus alternative study or internship experience, whether completed during the regular semester or during the summer.

When it is undertaken during the semester, off-campus study will normally require an academic leave of absence and must be approved in advance by the student's adviser. General regulations for all study undertaken during academic leave of absence are:

(1) No more than one course per semester may be taken as independent work at Hamilton and Kirkland while the student is not in residence. Students doing work/study projects may not engage in any independent study during this time (see "Internship Experience" section).

(2) No more than one-half of the courses offered for the concentration may be done in absentia.

(3) Prior approval by the faculty adviser and the Assistant Dean of Academic Affairs is required before credit for academic work taken while not in residence can be considered for transfer credit.

STUDY ABROAD. Hamilton College sponsors two study abroad programs which Kirkland recommends to students considering a year abroad: the Hamilton College Junior Year in France and the Hamilton College Academic Year in Spain. For specific information about these programs, students should consult their advisers and the Office of the Dean of Academic Affairs. This office also maintains files of current information for other study abroad programs. Since these programs involve a request for transfer credit, the student must plan all such study in accordance with the procedures outlined for academic leave of absence (see "Leaves of Absence" section).

WASHINGTON SEMESTER. Students interested in public affairs may wish to apply for admission to the Hamilton Washington Semester, a program designed to give properly qualified students an opportunity to work in a government office during the fall semester. It consists of internships in federal legislative and executive offices, as well as a regular seminar program which requires independent research and writing. Students are assisted in finding internships but are responsible for their own living arrangements in Washington. Admission to

the program is competitive. Prerequisites: junior or senior standing, and Hamilton Government 28 (or its equivalent). Further information may be obtained from the Dean of Academic Affairs or the Chairman of the Hamilton Government Department.

SENIOR PROJECT IN ABSENTIA. This may be done only in *very unusual* cases when a student's academic, familial or financial situation makes residence detrimental. Should a student request approval for a Senior Project in absentia, this petition including a full Senior Project proposal must be approved in advance by the student's adviser, the supervisor of the Senior Project, and the Assistant Dean of Academic Affairs. The student must make prior arrangements to consult with her Senior Project supervisor regularly.

Winter Study

The Winter Study program at Kirkland is designed to encourage students to take increasing responsibility for the structure of their own education, within a framework which sanctions a wide variety of subject matters and types of learning experiences. Winter Study is an integral, although specialized, part of the College program. Its purpose is to help Kirkland women develop the capacity for continued independent and disciplined work outside the structure of the organized curriculum. Each student is required to complete three Winter Study credits. Normally, these will be completed before the senior year. The wide range of projects possible during Winter Study allows maximum flexibility; five advising and evaluating procedures are offered, varying in their degrees of supervision. In preparing her proposal for a Winter Study project, each student should select the option best suited to her individual interests and which best complements her readiness to undertake independent study. All Winter Study Proposals require the signature of the student's faculty adviser.

The following types of Winter Study projects are available:

KIRKLAND GROUP PROJECT. A faculty member or guest of the College supervises and evaluates a group of students who work on the same project.

SUPERVISED INDEPENDENT PROJECT. A faculty member supervises and evaluates a student-initiated project, or group project, which may take place on- or off-campus.

FIELD SUPERVISED PROJECT. A specialist, located off-campus, supervises and evaluates field work or internship projects; credit is determined by the student's adviser.

UNSUPERVISED PROJECT (GROUP OR INDIVIDUAL). The student submits a project proposal for approval to a small advising group, consisting of a faculty adviser and other students. The project is

pursued independently on- or off-campus, and a self-evaluation is presented to the advising group at the end of the Winter Study period. The advising group determines credit.

HAMILTON COURSES OR COURSES OFFERED BY OTHER COLLEGES. The student elects a winter term course offered by Hamilton or another institution. When this course normally carries regular academic credit, a Kirkland student may designate the winter course either for Winter Study credit or for course credit. If she chooses the latter option, she may also request waiver of one of the Winter Study credits required for graduation. Such a waiver will be granted by the Dean or Assistant Dean of Academic Affairs upon request.

Critical Languages Program

Through its membership in the National Association of Self-Instructional Language Programs, Kirkland offers students interested in non-western languages (and some western languages) the opportunity to begin such study. Students enrolled in the Critical Languages Program work independently with taped materials, and practice regularly with native speakers. At the end of each semester, progress is evaluated by an outside examiner who is a specialist in the language. A high degree of motivation and interest is essential. For a list of the languages currently available see the Humanities Division.

courses of study

Kirkland courses and Hamilton courses are described below in separate listings for each college. Registration for the courses of both colleges takes place at the same time and location in order to encourage cross-registration. Students should consult the course descriptions of both colleges before completing their plans for registration. As a general rule, all courses offered by one college are open to students of the other.

KIRKLAND COURSES

Kirkland course descriptions are arranged by Division (Arts, Humanities, Sciences and Social Sciences), subdivided within the Divisional section alphabetically according to disciplines (e.g., anthropology courses are listed together as a group within the Social Sciences Division section), and listed in ascending numerical order.

A course number followed by "F" is offered in the Fall semester. "S" indicates Spring semester. "F, S" indicates the course is offered both semesters.

A single number course (e.g., 101F) is a one semester course.

A double number course with a *hyphen* (e.g., 101F-102S) is a two semester course with the first semester a prerequisite for the second. The first semester may be elected independently of the second but *the second semester cannot be elected independently of the first* except in unusual cases by permission of the instructor.

A double number course *with a slash* (e.g., 101F/102S) is a two semester course, either semester of which may be elected independently of the other.

When a course is noted as being "equivalent to" another course, the two courses are functionally equal for purposes of concentration requirements, prerequisites, and degree requirements. Please note that when one or more courses are "equivalent to" one another only one of these courses can be counted toward concentration or degree requirements.

Otherwise, numbering of courses signifies the following levels of difficulty:

100's: Introductory in material and/or approach. Priority for admission is given to freshmen, sophomores and other beginners in the field, in that order.

200's: Intermediate level. Assumes one or two semesters in the field or sufficient intellectual maturity and interest to enable students to compensate for lack of formal preparation. Priority for admission: sophomores, juniors, others.

300's: Advanced in approach. Assumes three or more semesters in the field or unusual intellectual maturity, ability or willingness to compensate by extra work for inadequate background. Intended primarily for juniors or seniors. Priority will be given to concentrators in the area, according to class.

400's: Most advanced. Intended for seniors and juniors with at least four semesters in the field. Others admitted by permission of the instructor only. Priority will be given to concentrators in the area, according to class.

If you have any doubts regarding the appropriate class level for you, please consult your adviser, the instructor of the course in question, or the chairman of the Division sponsoring the course. Priority for enrollment may be set by Divisions in accordance with the rationale for course levels as indicated in the above general numbering pattern.

Note: In general, most Kirkland courses are limited in enrollment to twenty students; variations above and below this number are approved when justified on sound pedagogical grounds.

CROSS-DIVISIONAL CONCENTRATION IN AMERICAN STUDIES

Concentration Requirements. The interdisciplinary concentration in American Studies is defined and directed by a coordinate committee composed of two representatives from the Kirkland faculty, two representatives from the Hamilton faculty and a Program Director. Students choosing to concentrate in American Studies should consult the Director of the program or a Kirkland member of the Committee.

The student concentrating in American Studies must expect to do advanced work in more than one area of American life and become familiar with the possibilities and problems of an interdisciplinary approach to the American experience.

The concentration consists of twelve semester courses comprising a program approved by the Committee; the program will include American Studies 311, taken no later than the fall of the junior year, and American Studies 499 and 500.

Note: Before registering for any course offered, check the College's statement on course numbers and prerequisites on page 29 of this catalog. Be sure to get permission of instructor where appropriate.

Priority for enrollment may be assigned in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

American Studies 299 Independent Study. Faculty.

American Studies 304S Heroes and Leaders in America. The concept of national character has been abused and overused by writers of many persuasions and disciplines. This course is an attempt to arrive at some understanding of the proper uses of this concept by appreciating its limits. A number of eminent Americans will be viewed from both contemporary and later perspectives. D. Locke.

American Studies 311F (H31F) Introduction to Theories and Methods. An introduction to the theories, methods and materials of interdisciplinary study, with special emphasis upon the interrelations of ideas, institutions and cultural forms in American life. The course is required of junior concentrators and is open to other students with consent of the instructor. D. Locke.

American Studies 399 Independent Study. Faculty.

American Studies 499 Independent Study. Faculty.

American Studies 500 (H50S) Senior Project. An independent project required of senior concentrators in American Studies. Prerequisite: American studies 311. Appropriate interdisciplinary faculty committee.

ARTS DIVISION

The Arts Division offers courses in creative writing, dance, music, photography and film, theatre, and visual arts. Students may concentrate in one or any combination of these disciplines. The Division is particularly interested in exploring the interrelatedness of origins, historical developments and current directions in the arts.

Concentration Requirements. The basic course requirements differ for each discipline, as indicated below. Other courses to be used to satisfy a concentration are chosen by the student in consultation with her adviser. In each instance the total program is an individual one and the primary responsibility for initiating its design rests with the student.

1. a. Creative Writing. A minimum of six writing workshops, including the Senior Project.

   b. Dance. A minimum of eight semester courses in dance. Four technique courses are required, including Dance 311-312, and four semester courses to be selected from the following: Dance 102, 205, 206, 301-302, or 305. Concentrators are expected to participate in workshops, lecture demonstrations and concerts.

   c. Music. A minimum of eight semester courses in music distributed equally between music theory and music history. In addition to these course requirements, a music concentrator is expected to participate in ensemble performance. Please refer to Hamilton College Music Offerings.

   d. Photography and Film. A minimum of eight semester courses, including Photography 101. Although the major portion of courses should come from photography and film offerings, two- or three-dimensional studio art courses are applicable to this concentration.

   e. Theatre. A minimum of eight course credits in theatre, including Theatre 207 and at least one course in dramatic literature.

   f. Visual Arts (ceramics, design, drawing, painting, printmaking and sculpture). A minimum of eight semester courses, including Art 101, 105, and 107.

2. A minimum of three semester courses in appropriate cognate areas.

3. A Senior Project designed with the assistance of the adviser, accepted by the Division, and requiring two semesters for completion. The Project should culminate in (1) a public exhibition or performance, or (2) a research project in history or criticism of dance or theatre, or (3) the presentation of a work of creative writing, musical composition or musicology. As with the design of

the concentation, the responsibility for initiating the design of the Senior Project rests with the student.

The Division strongly recommends that its concentrators develop reading proficiency in at least one foreign language. Evaluations for all courses in the Arts Division will be based on the student's application, progress, participation in critiques, and when specified, written work.

Note: Before registering for any course offered by the Division, check the College's statement on course numbers and prerequisites on page 29 of this catalog. Be sure to get permission of instructor where appropriate.

The Division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Creative Writing

Creative Writing 101F, S An introduction to the fundamental problems of prose fiction and poetry. Enrollment limited to 16. Order of priority: Sophomores, freshmen, seniors, juniors. M. Burkard, T. Gallagher.

Creative Writing 199 Independent Study. Faculty.

Creative Writing 201F, S Poetry Workshop. A workshop for writers whose work and purpose have developed sufficiently to warrant concentration in poetry. Enrollment limited to 16. Prerequisite: Permission of instructor. M. Burkard.

Creative Writing 211F, S Prose Fiction Workshop. A workshop for writers whose work and purpose have developed sufficiently to warrant concentration in prose fiction. Students interested in playwriting should enroll in this course. Students interested in writing for children should consult the instructor. Enrollment limited to 16. Prerequisite: Permission of instructor. T. Gallagher.

Creative Writing 299 Independent Study. Faculty.

Creative Writing 399 Independent Study. Faculty.

Creative Writing 499 Independent Study. Faculty.

Creative Writing 500 Senior Project. Faculty.

Dance

The dance program provides experience in both the performance and academic aspects of dance. Three levels of daily technique classes are offered to provide a thorough training in both ballet and modern dance. In order to participate, students must audition for

placement in the appropriate level class. Within the limits of available space, classes are open to all interested students.

Students who complete the Advanced Dance sequence may plan their own technique studies, emphasizing ballet, modern or both.

In addition to courses in composition, history and Labanotation, students may undertake independent study in their own areas of interest, such as choreography, advanced Labanotation, therapy, historical research, and teaching methods. Occasionally, group independent studies are offered in teaching methods for ballet or modern and creative dance.

Qualified students may obtain professional certification in Labanotation through the Dance Notation Bureau, and in ballet through the Royal Academy of Dance. Performing experience is offered in the form of workshops, lecture-demonstrations and the annual spring concert.

Students intending to concentrate in dance should contact the dance faculty before the fall semester to ensure that they obtain a place in technique classes.

Dance 102S Introduction to Dance. An overview of dance as a performing art and as an academic pursuit. The course includes technique classes in several dance styles, discussions and lectures on dance and related subjects, field trips and special events. No prerequisite. Maximum enrollment 20. S. Heiland.

Dance 111F-112S Beginning Dance. Fundamentals of ballet and modern dance. Admission by audition. Maximum enrollment 20. S. Heiland, M. J. Warner.

Dance 199 Independent Study. Faculty.

Dance 205F Elementary Labanotation. Analyzing, reading and notating movement used in ballet, folk and modern dance. Maximum enrollment 20. M. J. Warner. (Offered in alternate years; next given 1976–77.)

Dance 206S Intermediate Labanotation. A continuation of the elementary course using more complex material. The class will emphasize practical experience notating technique classes, and reconstructing dance scores. Prerequisite: Dance 205. Maximum enrollment 20. M. J. Warner. (Offered in alternate years; next given 1976–77.)

Dance 211F-212S Intermediate Dance. A continuation of the study of ballet and modern dance. Admission by permission of instructors. Maximum enrollment 20. S. Heiland, M. J. Warner.

Dance 299 Independent Study. Faculty.

Dance 301F-302S History of Dance. The development of dance as an art form from Greek times to the twentieth century. Lectures, discussions and practical sessions in period dance. Entry into the second semester by permission of the instructor. Maximum enrollment 20. M. J. Warner.

Dance 305F Composition I. A study of the elements of choreography emphasizing explorations of rhythmic structure, dynamics and design. Prerequisite: Intermediate technique level and permission of the instructor. S. Heiland.

Dance 307F Composition II. The application of fundamentals from Composition I, developing into more complex choreographic work. Prerequisite: Dance 305 or permission of instructor. S. Heiland.

Dance 311F-312S Advanced Dance. The study of ballet and modern dance, emphasizing style and performance techniques. Students are expected to participate in workshops and concerts. Admission by permission of instructors. Maximum enrollment 20. S. Heiland, M. J. Warner.

Dance 399 Independent Study. Faculty.

Dance 499 Independent Study. Faculty.

Dance 500 Senior Project. Faculty.

Music

Music 101F-102S Theory I. Studies in melody writing employing both familiar and exotic scales and analysis of related musical works. Contrapuntal technique will be studied during the second semester. Evaluation based on class participation and regular written assignments. Prerequisite: Knowledge of basic music notation. *Note:* Ear training sessions will be given for Theory students and are also available to others. Must not be tone-deaf. Priority: Sophomores, freshmen, juniors, seniors. H. Hartwell and K. Oak.

Music 104S Electronic Music I. Elementary electro-acoustical theory. Introduction to the ARP synthesizer. Elementary recording and editing techniques. Students will be responsible for the completion of one short project involving elementary electronic composition. Evaluation on the basis of the composition and classroom participation. Priority: Freshmen. Maximum accommodation in studio is 13 students. Faculty.

Music 199 Independent Study. Faculty.

Music 201F-202S Theory II. Concepts of harmony, counterpoint and form as the natural consequence of the material studied in Theory I. The course will focus on the music of the Baroque and Classical periods. Evaluation as in Theory I. Prerequisite: Music 102 or permission of instructor. H. Hartwell.

Music 203F Electronic Music Workshop. Advanced work with the synthesizer and with electronic manipulation of "found" sounds. Electronic music within an inter-media context. Recording and editing techniques will be stressed. May be repeated for credit at increasingly advanced levels. Students will be responsible for the completion of at least one work. Prerequisite: Music 104S or permission of the instructor. H. Hartwell.

Music 209F Analysis. A companion course to Theory II and Theory Workshop. Emphasis is on broad structural design. Pitch organization, sectional balance, structural and harmonic rhythm, register, timbre and texture, their mutual interactions, and the way in which they articulate form will be investigated. Works chiefly from the "period of common practice" will be analyzed. Evaluation based on classroom participation and regular written assignments. Maximum enrollment 12. Prerequisite: Music 102. K. Oak.

Music 221F Composition. Twentieth-century compositional techniques, including notational problems and score preparation. Evaluation on the student's increase in ability to structure musical ideas. Prerequisite: Music 102 or permission of the instructor. Faculty. (Offered in alternate years; next given 1976–77.)

Music 222S Orchestration and Arranging. The instruments of the orchestra will be investigated and, when possible, demonstrated. Idiomatic writing and orchestral transpositions will be stressed. Works for piano will be analyzed in order to discover an effective approach to their orchestration, and various styles of orchestration will be considered. Evaluation on class participation and on the student's own orchestrations. Prerequisite: Music 102 or permission of instructor. H. Hartwell. (Offered in alternate years; next given 1976–77.)

Music 231F Theory and Practice of Jazz. Melodic improvisation within an harmonic context. Harmonic extensions, substitutions and typical jazz progressions. Analysis of improvisations by Parker, Davis, Rollins and others from the post-1940 period. Evaluation on application and evidence of progress. Extensive outside listening and practice will be required. Prerequisite: Experience in jazz improvisation and/or permission of instructor. H. Hartwell. (Offered in alternate years, or as student interest and ability warrants; next given 1976–77.)

Music 299 Independent Study. Faculty.

Music 301F-302S Theory Workshop. Advanced studies in the music of the Romantic and Expressionist periods. Stylistic evolution as the result of the interaction between contrapuntal and harmonic aspects in the music of such composers as Schumann, Wagner,

Mahler and Berg. Evaluation as in Theory I. Prerequisite: Music 202 or permission of the instructor. May be repeated at increasingly advanced levels with permission of the instructor. K. Oak.

Music 399 Independent Study. Faculty.

Music 402S Junior-Senior Seminar. Content will be determined jointly by the students and instructor, in response to those needs which the student and the instructor perceive to have arisen during the student's prior musical career. The resulting focus may be integrative studies in the discipline as a preparation for graduate work, or special topics in music, especially those of an inter-arts nature. Evaluation will be based on oral reports, participation in critiques thereof and evidence of progress. Designed for senior and junior music majors; specially qualified sophomores with permission of the instructor. Faculty.

Music 499 Independent Study. Faculty.

Music 500 Senior Project. Faculty.

Students are encouraged to make musical performance an important part of their extra-curricular activities. They may participate in one or more of the following: Hamilton-Kirkland Choir, String Ensemble, Woodwind Ensemble and Brass Choir. Private instrumental and vocal instruction is also available. Admission to performance ensembles is by audition; private tuition is arranged by interview and necessitates an additional financial charge, normally $125 per semester. Sign-up sheets for auditions and interviews will be posted in the List Arts Center and Root Art Center at the beginning of the term. See instructor listing page 42.

Photography and Film

Photo 101F, S Photography I. Introduction to photographic communication. Aesthetic traditions and fundamental techniques, including the use of a variety of cameras and lighting and darkroom procedures, are studied. No prerequisite. Maximum enrollment 18. S. Liebman.

Photo 103F Introduction to the Language of Film. An outline of film grammar, including a cross section of various film forms. Films discussed in relation to readings on theory and criticism. Evaluation based on papers and class discussion. Maximum enrollment 35. Priority: Freshmen, sophomores. N. Boxer.

Photo 116S Film Production I. Introduction to motion picture techniques. The course uses super-eight as its medium. The student is introduced to the decisions and mechanics of producing a sequence on film; scripting, directing, camera, lighting, editing. Maximum

enrollment 18. Prerequisite: Experience in photography or permission of instructor. N. Boxer.

Photo 199 Independent Study. Faculty.

Photo 201F Intermediate Photography. This course is designed to be a vehicle for a further investigation of the photographic process through the use of a variety of techniques and equipment including multiple printing, the use of the 4x5 camera, and the design and use of the pinhole camera. Maximum enrollment 18. Prerequisite: Permission of instructor. S. Liebman.

Photo 217F Film Production II. A continuation of Photo 116S, with the use of 16 mm as the medium. The class is expected to work as a production crew in the shaping of a project. Some of this production work will involve video projects and, hopefully, a number of short efforts may be documentary or personal in style. Maximum enrollment 18. Prerequisite: Permission of instructor. N. Boxer.

Photo 220S Audio-Visual Workshop. Introduction to the basic audio-visual technology; sound recording, photography, super-eight film, video tape and the related projection systems. The use of current experiences and materials in the classroom. Emphasis on individual resourcefulness in the application of techniques. Enrollment unlimited. N. Boxer.

Photo 221S Film Animation. Exploration of how the artist can make use of film time. A studio course for people with some experience in drawing, painting, still photography, graphics or any other aptitude which could be exploited in the making of a personal statement in the art of film. Maximum enrollment of 10 because of equipment. Prerequisite: Permission of instructor. N. Boxer.

Photo 299 Independent Study. Faculty.

Photo 300S Advanced Photography. A search for a more personal style is the central concern of this course. Students will be expected to utilize their photographic skills to explore areas such as surreal photography, the photographic story and photomontage. Maximum enrollment 18. Prerequisite: Permission of instructor. S. Liebman.

Photo 399 Independent Study. Faculty.

Photo 499 Independent Study. Faculty.

Photo 500 Senior Project. Faculty.

Theatre

Theatre 101F-102S Introductory Acting. Training in the basic elements of an actor's craft: Movement, voice, senses, imagination, improvisation and characterization. Much of the first semester will

focus on improvisation. During the second semester, the ensemble will focus on scenes, situations, circumstances and stage actions. Entry into the second semester with permission of instructor. Maximum enrollment 20. R. Umlas.

Theatre 103F, S Production. An introduction to the fundamental principles and techniques of theatrical production. Practice in the conceptualization and design of scripted productions. Each student will be involved in many aspects of theatre; for example, analyzing, designing, building, sewing, focusing, painting, managing—as production staff and crews for that semester's faculty directed production; the class will also act as the running crew for the production. At the end of the semester students may undertake individual (e.g., paper, designs, costume) or group (e.g., a studio production of a one-act) projects. *Note:* Any student who assumes a significant responsibility in any production during the semester may apply to have the work counted as a partial fulfillment of the requirements. No limit; open both semesters. May be taken up to 3 times at increasingly advanced levels by approval of the adviser and the Office of Academic Affairs. R. Umlas, C. Bellini-Sharp.

Theatre 199 Independent Study. Faculty.

Theatre 201F-202S Intermediate Acting. Developing an individual working method. An exploration of physical, vocal, emotional, intellectual and creative resources. Second semester emphasizes scene work, textural analysis, character and scene development. Maximum enrollment 20. Entry into the second semester with permission of the instructor only. C. Bellini-Sharp.

Theatre 207F, S History of Theatre. A workshop for the practical and theoretical examination of major periods in the theatre's history. No limit. R. Umlas, C. Bellini-Sharp. (Offered in alternate years; next given 1976–77.)

Theatre 209F Script Analysis. The application of an analytical technique to the theatrical interpretation of selected scripts. The purpose of the course is to introduce a practical approach to script analysis applicable to any play-script from any period. Among the scripts to be analyzed are plays by Aeschylus, Jonson, Chekhov, Albee, and Pinter. R. Umlas.

Theatre 299 Independent Study. Faculty.

Theatre 301F-302S Directing Workshop. Research and analysis of scripts and design of action to prepare for working with actors. Readings from Appia, Stanislavsky, Meyerhold, Artaud, Brook, Grotowski. First semester: Direction of long scenes or short one act plays. Second semester: Presentation of longer works. Prerequisite: Four semesters of theatre courses of which at least two must be in

acting or permission of the instructor. Entry into the second semester by permission of the instructor. Maximum enrollment 15. R. Umlas, C. Bellini-Sharp.

Theatre 303F-304S Advanced Acting. Problems in scene study, action metaphors, voice, characterization and styles with emphasis on individual acting problems. Prerequisite: Theatre 101-102, and Theatre 201-202 or by audition. Entry into the second semester by permission of the instructor. Maximum enrollment 15. C. Bellini-Sharp, R. Umlas. (Offered in alternate years; next given 1976–77.)

Theatre 310S Junior-Senior Seminar. The content of this course will be determined by the direction and needs of the theatre program. The resulting focus may be special individual preparations covering a wide range of areas in the discipline, or particular topics and workshops in theatre; for example, contemporary European theatre, design for directors, voice and speech for the stage, experimental theatre, etc. Evaluation will be based on oral reports, papers, participation, and other forms related to the specific topic and direction of the course for that particular semester. Prerequisite: Four semester courses in theatre. C. Bellini-Sharp.

Theatre 399 Independent Study. Faculty.

Theatre 499 Independent Study. Faculty.

Theatre 500 Senior Project. Faculty.

Visual Arts

Art 101F, S Drawing. A study of the basic elements of drawing including line, texture, mass and composition. Students will be expected to work from the model during class time, do outside assignments and participate in group criticism. Maximum enrollment 20. R. Muirhead, W. Salzillo.

Art 105F, S Two-dimensional Design. An exploration into visual language; a series of projects followed by group criticism. Maximum enrollment 20. R. Muirhead, W. Salzillo.

Art 107F, S Three-dimensional Design. Introduction to visual problems in three dimensions. Class consists of a series of projects followed by group discussion. Maximum enrollment 15. No prerequisite. J. Dodd.

Art 111F, S Ceramics I. Introduction to techniques in the use of clay. Traditional wheel, hand-building and glazing methods, including the creation of glazes at stoneware temperatures. Maximum enrollment 20. R. Palusky.

Art 199 Independent Study. Faculty.

Art 202S Drawing Workshop. An exploration in depth of concepts established in Drawing I. May be repeated for credit at increasingly advanced levels. Class size 18. Prerequisite: Art 101 or permission of instructor. R. Muirhead, W. Salzillo.

Art 203F, S Painting I. A study of the methods and techniques of oil painting with emphasis on still life, figures and landscape. Maximum enrollment 18. Prerequisite: Art 101, 105 or permission of instructor. R. Muirhead, W. Salzillo.

Art 205F, S Printmaking. Concentration in the process of intaglio printmaking, including etching, engraving, dry point, hard and soft ground techniques, aquatint, and lift ground method. Students will be expected to participate in group criticisms. Class maximum enrollment 15 to avoid overcrowding of equipment. Prerequisite: Art 101, 105 or permission of the instructor. R. Muirhead.

Art 207F, S Lithography. Study of the process of lithography through the techniques of drawing on stone or metal plates and printing in black and white or color. May include relief printmaking and silk-screen. Maximum enrollment 15. May be repeated for credit at increasingly advanced levels. Prerequisite: Art 101, 105 or permission of the instructor. R. Muirhead. (Offered in alternate years; next given 1976–77.)

Art 209F, S Sculpture. Basic materials course dealing in introductory problems of form and technique. Work in plaster, clay, wood and other materials. Designed to prepare students for exploration of methods and ideas. Prerequisite: Art 101 or permission of instructor. Maximum enrollment 15. J. Dodd.

Art 211F, S Ceramics II. Designed to develop techniques in hand-building beyond the introductory level. Glaze assignments at stoneware temperatures and the study of Raku, including simple kiln construction. Critiques on problems of technique and three-dimensional expression. Prerequisite: Art 111 or permission of instructor. Maximum enrollment 18. R. Palusky.

Art 299 Independent Study. Faculty.

Art 303S Painting Workshop. An exploration in depth of concepts established in Painting I. May be repeated for credit at increasingly advanced levels. Class limit 18. Prerequisite: Art 203 or permission of instructor. R. Muirhead, W. Salzillo.

Art 309F, S Sculpture Workshop. Advanced techniques, including welding, casting, carving, and other methods. May be repeated for credit at increasingly advanced levels. Maximum enrollment 15. Prerequisite: Art 209 or permission of instructor. J. Dodd.

Art 311F,S Ceramics III. Exploration of a broad range of glaze color and technique at earthenware temperatures. A portion of the semester will be devoted to the problems of kiln construction. May be repeated for credit at increasingly advanced levels. Prerequisite: Art 211. R. Palusky.

Art 399 Independent Study. Faculty.

Art 499 Independent Study. Faculty.

Art 500 Senior Project. Faculty.

Curricular-related Programs

During the academic year, Kirkland sponsors a number of professionally-guided programs in the arts complementing work in the regular curriculum.

Students planning to participate in any of these programs should consider it a substantive undertaking. Announcements concerning the current schedule of instruction are made at the beginning of the year.

Instrumental and Voice Instructors

Piano and Harpsichord:	Instruction by Albert Bowen and Phyllis Murphy.
Voice:	Instruction by Neva Pilgrim.
Flute:	Instruction by Cornelia Brewster.
Strings:	Instruction by Amici Quartet.
Choir:	Instruction by Lee Spear, Director of Choral Activities at Kirkland and Hamilton Colleges and Assistant Professor of Music at Hamilton.

HUMANITIES DIVISION

The Humanities Division offers courses and concentrations in art history, history, literature, philosophy and Jewish studies (religion). Students may also combine two or more disciplines into a humanities concentration. In addition, the Division sponsors the Critical Languages Program and concentrations in areas in which courses are offered primarily at Hamilton, such as foreign languages.

Concentration Requirements. The minimum requirement of all concentrations sponsored by the Division is seven courses and the Senior Project (usually one semester). The specific courses to be used to satisfy the concentration requirements will be determined by the student and an adviser from the Division.

All students taking a concentration in the Humanities Division are strongly urged to develop reading skills in at least one language other than English. Students who expect to go on to graduate school should realize that they will very likely be expected to use one or more languages in addition to English in their graduate work.

A student should note that some concentrations require particular courses and/or more than the minimum number of seven.

Note: Before registering for any course offered by the Division, check the College's statement on course numbers and prerequisites on page 29 of this catalog. Be sure to get permission of instructor where appropriate.

The Division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Art History

The requirement for concentration in art history is eight semester courses and the Senior Project.

Art History 101F-102S Survey of the History of Western Art. Fall semester: Prehistoric art to the Late Middle Ages. Spring semester: The Renaissance to the end of the nineteenth century. Emphasis during the fall semester will be on the development of the classical style and the nature of its survival and influence in the Christian Middle Ages. During the spring semester, the Renaissance as style and concept, and the decline of the classical tradition in the nineteenth century will be emphasized. The aim of the course is not only to familiarize students with the major works of western art, but to introduce them to an art-historical approach and methodology. Students wishing to take 102 separately must have permission of the instructor. Open enrollment. R. Lieberman.

Art History 199 Independent Study. Faculty.

Art History 212S The Renaissance in the North. The emphasis will be on painting in the Netherlands, France and Germany, beginning with the international Gothic style in the late fourteenth century, then following the development of the northern style through the work of Jan van Eyck, Rogier van der Weyden and Jean Fouquet in the fifteenth century, and Albrecht Durer, Hans Holbein, Pieter Brueghel and the school of Fontainebleau in the sixteenth. R. Lieberman. (Offered in alternate years; next given 1976–77.)

Art History 222F Romanesque and Gothic Architecture. The main problems to be considered are the evolution of Romanesque style and the origins of the High Gothic elevation. The role of structure as

style will be analyzed, and models of basic structural forms will be built. R. Lieberman.

Art History 241F Twelve Buildings. The course is intended as an introduction to the history of architecture through the consideration of twelve buildings: The Parthenon, the Pantheon, the Constantinian Basilica of St. Peter, Hagia Sophia, St. Etienne at Nevers, Chartres Cathedral, the Pazzi Chapel, Bramante's Church of St. Peter, San Carlo alle Quattro Fontane, Vierzehnheiligen, the Crystal Palace and the Seagram Building. Evaluation will be based on class participation and brief papers on each of the buildings. R. Lieberman. (Offered in alternate years; next given 1976–77.)

Art History 258S American Architecture. The course is designed as a survey of architecture in the United States from the earliest colonial times to the mid-20th century. The major topics to be considered are the originals of regional colonial styles, the extent and nature of European influence in the formation of Roman and Greek revival styles, the importance of architectural pattern books for nineteenth-century house design, the skyscraper and the city. While the course will be organized topologically, careful attention will be given to individual architects, among them Bullfinch, Lafever, Richardson, Sullivan, Wright and Kahn. R. Lieberman. (Offered in alternate years; next given 1976–77.)

Art History 299 Independent Study. Faculty.

Art History 304S Michelangelo. A detailed survey of Michelangelo's works as architect, painter and sculptor. Enrollment is limited to students who have had at least two semesters of art history. R. Lieberman.

Art History 399 Independent Study. Faculty.

Art History 499 Independent Study. Faculty.

Art History 500 Senior Project. Faculty.

History

A concentration in history will involve the student in an examination of how the historian thinks, works and questions in studying the records of human activity. The courses available at Kirkland and Hamilton provide work in American, European and Asian history, ancient civilization and the history of science. Concentrators may fashion their program broadly according to their interests and goals. The minimum requirements for the concentration are eight courses, including the Senior Project which may require one or two semesters depending on its scope and intent. Usually the program should include advanced work in more than one area or period. Proficiency in a foreign language or statistics is urged. Students interested in

self-initiated concentrations are encouraged to include appropriate history courses.

History 101F History: Some of its Philosophic Assumptions. This course is designed to acquaint the student with the complexity and richness of historical study. The major work of a single historian will be investigated in depth as the basis of further study of the nature of historiographic problems, the sociological and psychological influences which affect historical writing, and some of the various methods, theories and philosophies of history. Open to freshmen and on a space-available basis to sophomores. P. Marcy.

History 111F The Creation of Modern Europe. Themes in European history from the end of the Middle Ages to the rise of Absolutism. Topics considered include: The Reformation, the transition from feudalism to the centralized state, the growth of nationalism, and the dividing of Christendom. D. Miller. (Offered in alternate years; next given 1976–77.)

History 123F History and Identity. Students' personal histories and the more public events of the last two decades frequently intersect in revealing, often unsuspected ways. The course will examine a number of these intersections for two purposes: To clarify the role of authority in learning, and to test the limits and possibilities of historical understanding. Materials will include written histories, novels, films and students' recollections. Open to freshmen, and on a space-available basis to sophomores. D. Locke.

History 134S History of the Jewish People in the Middle Ages, 500–1750. A survey of medieval Jewish life as seen through its major centers: Babylonia, 500–1000; Western Europe, 1000–1500; Eastern Europe, 1500–1750. Both the heights, e.g., the Golden Age of Spain, 16th century renaissance, and the depths, e.g. expulsions, crusades and massacres, will be examined. The course will conclude with setting the stage for the modern period of Jewish history. D. Lasker.

History 137F The Idea of the Family in History. An historical study of the evolution of the family as a social ideal and as an institution in Western Europe and America. The course will also serve as an introduction to the discipline of history by examining the usefulness for historical research of various types of evidence, such as art, film and literature. The contribution of conceptual approaches from other disciplines such as anthropology, sociology and psychology will also be explored. E. Barazzone.

History 164F Introduction to Medieval Society. A thematic survey of European culture and politics from the seventh through fifteenth centuries, with emphasis on the development of relatively uniform

religious, social and political structures and attitudes. Exemplary topics: Feudalism as a method of government, conflicts over the secular role of the church, and artistic themes as reflective of certain cultural issues. J. Townsend.

History 199 Independent Study. Faculty.

History 215F Renaissance Europe. A survey of the economic, political and intellectual nature of the Renaissance beginning in fourteenth-century Italy and moving on to northern Europe in the fifteenth and sixteenth centuries. Close attention will be paid to the changing social context and to the forms of humanism. First-year students must have permission of instructor. Limited to 25. J. Townsend.

History 216S The Reformation. An intellectual history of the reformations of the sixteenth century, focusing on Luther, the Radical Reformation, Calvin and the Catholic Reformation. D. Miller.

History 221F Tudor/Stuart England. A survey of the political and religious history of England from 1485 to 1714 with attention given to the intellectual and social-economic events of the period. The course includes informal lectures and some discussion. Open enrollment. E. Barazzone.

History 222S Modern Britain. A survey of the political and imperial history of Britain from 1714 to 1950, with special attention given to economic-social conditions. Open enrollment. E. Barazzone.

History 231F-232S American Cultural and Intellectual History. A survey of the relationship between selected ideas and their cultural settings in American history. The course is designed to examine ways in which Americans have used intellect—in the broadest sense—to cope with the threats, challenges and promises of a rapidly changing culture. Some familiarity with American political and economic history is recommended. A two-semester survey: 231 from colonial times to the Civil War; 232 from Reconstruction to the present. Preference in enrollment first to sophomores and juniors. Students wishing to take 232 separately must have the permission of the instructor. D. Locke.

History 242S Women in Nineteenth-Century Europe. A study of the images and reality of women's roles and social position in the nineteenth century. The course will include major writers such as Mary Wollstonecraft, J. S. Mill and Friedrich Engels. Topics such as the call for women's rights during the French Revolution, the impact of industrialism on the family, educational reform and the suffrage movement will be studied. E. Barazzone.

History 245F Intellectual History of Europe I. A survey of impor-

tant stages in the intellectual history of Europe through the Renaissance, with emphasis on changing theories of human nature and political authority. Extensive work with primary sources (philosophy, theology and literature) in translation. Prerequisite: One semester of history, religion or philosophy. J. Townsend.

History 246S Intellectual History of Europe II. An examination of some of the major trends in the intellectual history of Europe. Through analysis of selected primary documents and major works of historical interpretation, the course will survey the Enlightenment, Romanticism, Marxism and Socialism. D. Miller.

History 265F The Rise of Germany. A history of Germany from the Enlightenment to the Weimar Republic, concentrating on the origins and development of the German Empire until its demise in 1918. D. Miller.

History 271F The Evolution of Christian Thought. The development of Christian doctrines and ideas from the founding of the church to the Reformation. Readings and class discussions focus on interpreting primary documents. Intended particularly for students with previous historical or theological preparation. D. Miller.

History 284F History of the European Lefts, 1815–1914. An historical study of the development of Marxism, Socialism and Anarchism and Syndicalism in nineteenth-century Europe. Major focus will be on the evolution of Marxism in its social and intellectual context. Subjects and figures to be dealt with in addition to Marx include Utopian Socialism, trade unionism and Social Democracy, Juares, Bernstein and Bakunun. Lectures and discussions. E. Barazzone.

History 299 Independent Study. Faculty.

History 301F Social and Economic Change in Britain, 1688–1850. Those in the seminar will examine the problems of social and economic change in a burgeoning industrial society. Special emphasis will be given to the role of demographic change, the development of entrepreneurial skill, the agricultural revolution and the social consequences of the first industrial revolution. P. Marcy.

History 324S. Up Against the Wall: The Witch Hunt in America. Case studies of incidents in American history during which real or perceived threats evoked organized responses that almost or did contravene accepted guarantees of process and judgment. Case studies may include: Salem witch trials, the Bavarian Illuminati, anti-Masonry and anti-Catholicism, the Haymarket affair and anarchism, immigration restrictions, the Red scare and the McCarthy phenomenon. Written work will include both short pieces and a

longer investigation. Open to juniors and seniors with a background in American history, and to others with permission of the instructor. D. Locke.

History 331F Problems in Nineteenth-Century America: The Civil War. The course will focus on the Civil War as a national conflict devoid of the prior ideological justifications common to such wars. It will examine crystalization of regional loyalties and politics, and the nature of unionism before 1860, as well as post-war changes in institutions and society, as a means of identifying the emergence of a peculiarly American sense of nationality toward the latter part of the century. D. Locke. (Offered in alternate years; next given 1976–77.)

History 335F The American as Reformer. A group study of several Americans (with some emphasis on women) who had in common a critical unwillingness to accept cultural values, roles and assumptions of their times. The course will blend biography and social history in order to consider several related problems: The making of reform sensibility, the difference between meliorative or fundamental change, the importance of role and the consequences of reform. Open to juniors and seniors with preparation in American history; to others with consent of the instructor. D. Locke. (Offered in alternate years; next given 1976–77.)

History 336S The Victorians. Those in the seminar will study some of the major ideas and concepts which helped to shape the Victorian mind as well as investigate the social setting in which these ideas developed. Previous work in English history or literature is recommended though not absolutely essential. P. Marcy.

History 346F Studies in Church History and Historical Theology. A seminar dealing with a different topic in the history of the Christian Church each year. Discussion of extensive common reading and reports on student's research and reflection. Topic for 1975–76: The Theology of C. S. Lewis and the Inklings; tentative topic for 1976–77: Dietrich Bonhoeffer and the church under Hitler. Preparation in Biblical studies or historical theology is required. D. Miller.

History 380S Ideas of History. The course, a study in the philosophy of history, will explore the problems of historical understanding, explanation, objectivity, causation and determinism through examination of some of the major nineteenth- and twentieth-century philosophers of history. P. Marcy.

History 399 Independent Study. Faculty.

History 499 Independent Study. Faculty.

History 500 Senior Project. Faculty.

Humanities

A concentration in humanities is a student-initiated concentration for which the student and her adviser plan a coherent program integrating two or more disciplines from within the Humanities Division. In order to assure sufficient depth in so broad an undertaking, students and advisers are strongly encouraged to plan a concentration of no less than eleven courses, of which seven should be numbered 200 or above, and a Senior Project. The student must have an adviser who is a member of the Division. If she is uncertain as to which faculty member would be most appropriate given her interests, she should see the Chairman of the Division.

The following are some *sample* humanities concentrations, listed with appropriate adviser or advisers, where applicable.

Medieval Studies	Prof. J. Townsend
Renaissance Studies	Prof. R. Lieberman
Women's Studies	Prof. C. Rupprecht
Area Studies	
German, French	Prof. H. Stabenau
Russian	Prof. P. Rabinowitz

Humanities 101F Philosophical Ideas in Literature. The course is intended to provide a nontechnical introduction to selected philosophical problems for students who do not plan to concentrate in philosophy: The nature of the self, death and existential ideas of choice and freedom. For freshmen and sophomores except by permission. P. Morris.

Humanities 116F Utopian Theory and Practice. Reading and discussion of utopian literature and social criticism, with special attention to the critical appraisal of various life styles and "alternative futures." R. Roelofs.

Humanities 199 Independent Study. Faculty.

Humanities 299 Independent Study. Faculty.

Humanities 302S Painting and Poetry of the Nineteenth Century. An analysis of the relationship between literature, painting and the decorative arts during the nineteenth century, primarily in England. Among the subjects and figures to be considered will be Wordsworth, Constable, Keats, Turner, the Pre-Raphaelite Brotherhood, William Morris and the crafts movement, Swinburne, Ruskin, Pater, Huysmans, Wilde, Beardsley and art nouveau. Prerequisites: Two semesters in one of the disciplines, one in the other. This course will count toward a concentration in either literature or art history. G. Bahlke, R. Lieberman. (Offered in alternate years; next given 1976–77.)

Humanities 320S Jung and Literature: Three Approaches. Extensive reading in the work of Carl Jung will precede study of selected literary texts from various periods, Jungian ideas on archetypes, on alchemy and on dreams will be explored as three separate systems appropriate for the study of literature. Work will proceed by the comparative method and such texts as Marlow's *Dr. Faustus* and Goethe's *Faust* will be read. Prerequisite: Two semesters of literature, one semester of a related field — i.e. anthropology, psychology or philosophy. This course will count toward a literature concentration. C. Rupprecht.

Humanities 331F/332S Neoclassicism, Enlightenment and Sensibility. A study of European literature of the seventeenth and eighteenth centuries in the context of intellectual history. Although certain philosophical, religious and political ideas will be examined by themselves, emphasis will be on the peculiar form and function of literature as an expression of or response to the intellectual issues of the time. Fall semester: The seventeenth and early eighteenth centuries. Readings will be organized around such topics as the conflict of faith and secular rationalism, the "geometric spirit" in philosophy and literary form, the idea of order in nature, the battles between reason and enthusiasm, the individual and the social order, and the idea of natural law and universal values. Authors to be read will include Corneille, Racine, Hobbes, Locke, Dryden, Congreve, Descartes, Boileau, Bunyan, Swift, Pope and Montesquieu. Formerly Literature 331. Spring semester: The later eighteenth century. Readings will be organized around such topics as the development of a new sense of personality, the conflict between individual and society, the relationship of reason and feeling in thought and conduct, the fantasy of primitivism, faith in the progess of enlightenment, and the development of a new sense of the historicity of man. Authors to be read will include Richardson, Fielding, Sterne, Lessing, Schiller, Goethe, D'Alembert, Diderot and Rousseau. Formerly Literature 332. Can be counted toward a literature concentration. H. Stabenau.

Humanities 399 Independent Study. Faculty.

Humanities 499 Independent Study. Faculty.

Humanities 500 Senior Project. Faculty.

Languages

Foreign Languages. A concentration in a foreign language requires at least seven courses above the elementary level and a Senior Project. A concentration in two or more foreign languages will be regarded as a student-initiated concentration, the requirements for which will be established by the student and her adviser.

English 201F/201S Expository Prose. Group and individual instruc-

tion directed towards the improvement of those writing skills most essential to college work. Wherever possible, assignments will be designed to meet the student's particular needs and interests. Some attention will be given to the handling of source materials. Please contact Humanities Division Chairman before registering. Fall semester: (01) D. Sorenson, (02) N. Rabinowitz, (03) P. Rabinowitz. Spring semester: (01) D. Sorenson, (02) W. Hoffa, (03) H. Stabenau.

Language 101-2, 201-2 Critical Languages. A two year sequence in several languages with emphasis on oral proficiency. Students work with taped materials, meet regularly with native speakers in oral practice sessions, and are examined by a specialist at the end of each term. Languages offered for 1975–76 are: Chinese, Modern Greek, Italian, Portuguese and Swedish. In 1976–77 the following languages will be continued: Chinese 201-202; Modern Greek 201-202; Italian 201-202; Japanese 201-202; Portuguese 201-202; and Swedish 201-202. Beginning courses will be added, dependent in large part on student interest. G. F. C. Miller.

Hebrew 111F-112S Introductory Hebrew. First semester: Fundamentals of grammar, acquisition of vocabulary, brief compositions, readings of simple texts and conversation. All students will be expected to pursue additional hours of laboratory drill and exercise without additional credit. Second semester: Continued work in grammar, vocabulary, composition, conversation and the reading of texts. Students wishing to enroll in 112 must have taken 111 or the equivalent or have the permission of the instructor. D. Lasker. (Offered in alternate years; next given 1976–77.)

Hebrew 213F-214S Intermediate Hebrew. First semester: Review and continuation of basic Hebrew grammar and construction, increased vocabulary and reading skills. Emphasis will be on simple literature. Prerequisite: Hebrew 111-112 or equivalent. Second semester: Emphasis will be on written and oral self-expression. Prerequisite: Hebrew 213 or equivalent. D. Lasker.

Literature

A student may concentrate in literature by taking courses in one or more of the following: English, American or foreign literature, either in the original language or in translation. The requirement consists of at least eight semester courses, six of which must be numbered 200 or above (of these, two must be at the 300 level), the Senior Seminar in Literature (numbered 495), and a Senior Project. The Senior Seminar in Literature is usually taken during the fall semester of the student's senior year. If the student will not be in residence during this time, she may (1) ask the instructor's permission to take the course in absentia or (2) take a comparable course at another institution subject to

approval by the literature staff. Literature 297 is a required course for all literature concentrators starting with the class of 1978.

A student concentrating in foreign literature may follow the procedure for the senior year as described above, or she may follow whatever procedure is agreed upon between her and her adviser.

Prerequisite for Hamilton English courses: Kirkland students wishing to take English 15 or any other higher numbered course at Hamilton must satisfy one of the following prerequisites:

1. Completion of Kirkland Literature 140 or Hamilton English 14.
2. Completion of any two courses at Kirkland or 1 course and AP credit.

Literature 101F, S Introduction to Poetry. An examination of the many formalizing devices used by poets to make their poems say what they want them to mean. This will entail a brief study of the English language itself, of metaphor and taxonomic violations of syntax, of meter and strophic and stichic forms, and finally of selected historical conventions and traditions. Its emphasis throughout, however, will be on the thorough and careful reading of particular poems. Fall semester taught by D. Sorenson. Spring semester taught by W. Hoffa.

Literature 103F Introduction to English and American Drama. The course will explore the wide variety of dramatic forms within the English and American tradition through a study of representative plays, including selections from medieval and Tudor drama, Elizabethan drama, Restoration comedy, early modern drama, twentieth-century American drama and theater of the absurd. Each of the works will be examined in relation to the dramatic and metaphysical norms of its own age and to the physical stage for which it was written, in an effort to explore the ways in which drama reflects and responds to the world of its makers. E. O'Brien.

Literature 104S The Brontes. Readings and discussion of a selection of works of Anne, Emily and Charlotte Bronte, including juvenilia, novels and some poetry. The works will be considered in various contexts: As a reflection of the era in which they were written, as inner biographies of the authors, as an expression of characteristic concerns and conflicts of creative women and as formal structures. U. Colby. (Offered in alternate years; next given 1976–77.)

Literature 105F Twentieth-Century Fiction. The course offers an introduction to the major concerns and problems of literary analysis through the reading and discussion of selected short stories and novels. Among the writers to be discussed will be Joyce, Lawrence, Forster, Faulkner, Evelyn Waugh, Iris Murdoch, Elizabeth Bowen, Flannery O'Connor and Muriel Spark. G.Bahlke.

Literature 107S Psychology and Literature. Approaches character analysis through the use of Freud, Rogers and Skinner's theories of personality. Texts include Charlotte Perkins Gilman's *The Yellow Wallpaper,* Anderson's *Winesburg, Ohio,* Joyce Carol Oates' *The Wheel of Love,* Faulkner's *Light in August,* Wright's *Native Son* and Plath's *The Bell Jar.* D. Sorenson.

Literature 113F Classical Myths—Contemporary Meanings. The course will emphasize Greek and Roman mythology with specific attention to those myths which have reappeared most noticeably in Western European literature. Some reference to Eastern mythologies will be made to stress the mythic perception of experience underlying all early cultural systems. Readings will include *Gilgamesh,* the Bible, Hesoid, Homeric Hymns, Ovid and others. Freshmen only or freshmen preferred. C. Rupprecht.

Literature 117F American Literature in the 1920's. A survey of selected works written by American authors during the historical period bounded roughly by the end of World War I and the beginning of the Depression, about 1918 to 1929. The course will examine representative achievements in fiction, drama and poetry, though the primary emphasis will be on short story and the novel. Consideration will be given to the popular culture of the era as well as to the social and intellectual forces which form the background for these works. Authors read will include Faulkner, Anderson, Hemingway, Fitzgerald, Lewis, O'Neill, Wharton and Dos Passos. W. Hoffa.

Literature 122S The House of Atreus. This course will study dramatic treatments of the myth of the house of Atreus, both classic and modern. Attention will be paid to the various ways in which the traditional story of Electra and Orestes is manipulated to produce a variety of aesthetic and emotional effects, and to support a variety of philosophical viewpoints. Included in the readings will be plays by Aeschylus, Sophocles, Euripides, Hofmannsthal, Sartre, Giraudoux and O'Neill. N. Rabinowitz.

Literature 140F, S Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800. Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift and Pope. Essays required. Prerequisite for Kirkland students: Two semesters of literature or one A.P. credit plus one semester of literature, or one semester of literature and instructor's recommendation. (Equivalent to Hamilton English 14.) Fall semester taught by W. Hoffa. Spring semester taught by G. Bahlke.

Literature 141F Faulkner. A close study of the major novels emphasizing the thematic coherence of the series as a whole and the function of stylistic and formal innovations. *Sartoris, The Sound and*

the Fury, As I Lay Dying, Light in August, Absalom, Absalom!, Go Down Moses!, Intruder in the Dust, The Hamlet, The Town and *The Mansion*. H. Stabenau.

Literature 151F American Fiction Since W. W. II. Four contemporary American novels: *Catch-22* (Heller); *V* (Pynchon); *The Sot-Weed Factor* (Barth); and *Slaughterhouse Five* (Vonnegut). This course is designed to develop skill in textual examination and to foster self-reliance in reaching personal, critical positions regarding literary materials. Such positions will be articulated through class discussion and through papers (two short or one of longer length on each book). Evaluation based on level of competency achieved. S. Babbitt.

Literature 199 Independent Study. Faculty.

Literature 201S American Short Story. A study of selected twentieth-century American short stories representing both classics and contemporary experiments. Among the writers to be discussed will be Sherwood Anderson, Katherine Anne Porter, Ernest Hemingway, John O'Hara, Flannery O'Connor, Bernard Malamud, John Updike, John Barth and Donald Barthelme. H. Stabenau.

Literature 207F Dante, Petrarch and Boccaccio. Readings will include *The Divine Comedy, The New Life,* selected tales from the *Decameron,* Petrarch's sonnets and a selection of poetry by his followers in the fifteenth and sixteenth centuries. S. Lipmann. (Offered in alternate years; next given 1976–77.)

Literature 208S Tragedy. A study of the origins and development of the genre from classical times to the present. Dramas by Aeschylus, Sophocles, Euripides, Seneca, Shakespeare, Racine, Corneille, Ibsen, Pirandello,O'Neill and Arthur Miller will be read and discussed. Students will be asked to do selected readings in the theory of tragedy. N. Rabinowitz. (Offered in alternate years; next given 1976–77.)

Literature 211F Introduction European Literature. This course is designed to acquaint the student with the broad outline of the development of European literature by means of a selection of characteristic nonfiction lyric, epic and dramatic works from the Middle Ages through the eighteenth century. Readings will be drawn from such writers as Dante, Chretien de Troyes, Petrarch, Erasmus, Marlowe, Donne, Racine and Goethe. H. Stabenau.

Literature 213F-214S Forms of Modern Drama. An exploration of the possibilities and limitations of drama as a twentieth-century genre. Fall: Analysis and discussion of selected works by Ibsen, Strindberg, Chekhov, and Pirandello. Evaluation of such movements as realism, naturalism and expressionism as expanding or contracting the range of drama and its effectiveness. Spring: Major works by

Brecht, Sartre, Beckett, Ionesco and other "Absurdists." Evaluation of the capacity of these works to deal in depth with the intellectual, spiritual and political crises of recent decades. 214 may be taken separately by permission of the instructor. Open to 40. U. Colby. (Offered in alternate years; next given 1976–77.)

Literature 217S The Renaissance Image of Man. This course will examine changing views of man as reflected in major works of Renaissance literature, Continental and British. After acquiring some background in the Renaissance conception of the world and man's place in it, we will consider several works that embody the idealism of the earlier Renaissance, including Castiglione's handbook, *The Courtier;* Book I of Spenser's *The Faerie Queen;* and selections from pastoral literature and love poetry. In the second half of the course, we will read works in which this idealism is seriously questioned, among them Machiavelli's *The Prince;* Shakespeare's *King Lear* and Cervantes' *Don Quixote*—works in which the protagonists go mad; and the *Essays* of Montaigne, who asked "What do I know?" Finally, we will read two plays that portray man as an actor in the theater of the world, Shakespeare's *The Tempest* and Calderon de la Barca's *Life is a Dream.* S. Lipmann. (Offered in alternate years; next given 1976–77.)

Literature 219S The Renaissance Image of Woman. From the Laura of Petrarch's *Rime* in the very beginnings of the Renaissance to the Eve of Milton's *Paradise Lost* at its end, the image of woman in literature undergoes a significant transformation. Moving from medieval polarities of seductive sinfulness and idealized saintliness, representations of woman increased in complexity. Women could appear as secular idealizations, androgynous martial maids, heroines, whores and ladies of wit and courtliness. Works will include the lyrics of Petrarch, Sceve and Wyatt; selections from the epics of Ariosto, Spenser and Milton; the prose of Castiglione, Rabelais and Sidney; and the drama of Shakespeare and his predecessors. C. Rupprecht.

Literature 221F Literature of the Nineteenth-Century American Woman. The literary work as a response to and an expression of the situation of women in nineteenth-century America will be explored through a reading of Emily Dickinson, Sarah Orne Jewett, Kate Chopin, Edith Wharton and others. The study of common themes and problems will be balanced by a consideration of regional, economic and cultural variables as they relate to individual perceptions and literary modes. E. O'Brien.

Literature 227F The Harlem Renaissance. The cultural movement experienced by Afro-Americans in Harlem during the 1920's was

labeled the "Harlem Renaissance." Others then, and now, disputed the label and denied the occurrence. The musical, artistic, social and economic aspects of this rich and controversial topic will be explored, but chief emphasis will be on the prose and poetry of the period. Authors studied will include Countee Cullen, Claude McKay, Langston Hughes, James Weldon Johnson, Wallace Thurman, Zora Neale Hurston, Jean Toomer, Rudolph Fisher, Jessie Fausset, Nella Larsen, Arna Bontemps and Carl Van Vechten. C. Rupprecht.

Literature 228F The Magic Mountain: Death, Intellect and Morality. A close reading and analysis of the novel by Thomas Mann will be followed by a study of some of the works and concepts that provided its raw materials and helped to shape its forms. Background works will include Wolfram von Eschenbach's *Parzival,* selections on alchemy, Novalis' *Hymns to the Night,* Goethe's *Faust,* Wagner's *Tristan and Isolde,* Nietzsche's *Birth of Tragedy* and excerpts from *Thus Spake Zarathustra,* Freud's "The Interpretation of Dreams" and Dostoevski's *Crime and Punishment.* U. Colby. (Offered in alternate years; next given 1976–77.)

Literature 229F Image and Symbol. Focus on the modern sensibility and the literary use of images leading to the symbolic rendering of mood, idea and experience. Readings to include selected poetry and writings by Flaubert, Dostoevski, Mann, Kafka and Bellow, among others. D. Sorenson.

Literature 230S Southern Literature. Representative works will be approached as literature, but also as illustrative of psychological, social, political, religious and economic factors contributing to violent behavior. Authors to be read include Roberts, Faulkner, Warren, Caldwell and O'Connor. Supplementary use of videotapes on the subject of violence. D. Sorenson.

Literature 235F/236S American Comedy. A survey of writings from the seventeenth century to the present which emphasize the incongruity between American ideals and the historical facts of the American experience, for the purpose of producing laughter and reconciliation. While the primary emphasis will be upon "literary" materials, consideration will be given to the American comic vision as it has also been expressed in the cartoon, cinema, radio and television. Fall: A study of the various schools of American humor of the eighteenth and nineteenth centuries which led to the artistic achievement of Samuel Clemens, America's greatest 'humorist.' Authors read will include Franklin, Irving, Brackenridge, Bierce, Clemens and Ade. Spring: A study of urban-ethnic humor, the *New Yorker* writers, 'Black' humor and contemporary fiction, as well as of radio, cinema and TV comedy. Authors read will include Lardner, Faulkner, Thurber, Barth, Pynchon and Heller. Students will be asked to keep a

journal and submit several formal essays. Those who have taken 235 will be given preference in admission to 236. W. Hoffa.

Literature 244F English Poetry of the Renaissance and the Twentieth Century. This course will begin with a review of the problems involved in the analysis of poetry. Such aspects of poetry as imagery, metaphor, diction, tone of voice, meter, form and structure, will be isolated while their function in individual poems will be explored. The models for this part of the course will be drawn largely from sixteenth- and seventeenth-century poetry. The major part of the course will involve an exploration of the relationship between the poetry of the English Renaissance and the twentieth century which will focus upon the reappearance in modern poetry of such characteristics as irony, wit, and dramatic and meditative modes. Poems will be drawn primarily from the work of Shakespeare, Donne, Herbert, Marvell, Hopkins, Yeats, Eliot and Dylan Thomas. Prerequisite: One semester course in poetry, or consent of the instructor. G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 250S The Singer of Tales. A course in the art of storytelling which will draw on both oral and written traditions and will require both oral and written works. Faculty. (Offered in alternate years; next given 1976–77.)

Literature 251F The Hero as Failure. Nineteenth-century Russian literature presents a recurring image of a weak male hero unable (intellectually, emotionally and sexually) to come to terms with a stronger and more adaptable woman. This course will examine this theme in detail, viewing it both as a reflection of Russian attitudes toward love, and as a metaphorical expression of the political frustration faced by enlightened intellectuals in a repressive society. Included will be novels, short stories, plays and criticism by Pushkin, Lermontov, Belinsky, Gogol, Turgenev, Chernyshevsky, Dostoevski, Chekhov and others. P. Rabinowitz.

Literature 297S The Study of Literature: Critical Tools. The purpose of this course is to help the student develop her interest in literature by surveying the various kinds of questions that can be asked about it. The course will begin with the ways in which the reader's immediate responses can be developed into a coherent interpretation. We will then consider such broader problems as the following: How can a work be related to the life of its author, to other literary works, and to other disciplines, including philosophy, history and psychology? These different approaches to literature will be applied to several novels, poems and plays. Students will develop individual projects in conference with other members of the course and report on their experiences in carrying them out. The student should thus learn to react to literature in a more sophisticated way

and to develop a critical outlook which is both personal and systematic. This course is required for all literature concentrators, starting with the class of 1978. P. Rabinowitz.

Literature 299 Independent Study. Faculty.

Literature 301F Seminar: James Joyce. A study of the development and shifting emphases of Joyce's art through close reading and discussion of *Dubliners, A Portrait of the Artist as a Young Man, Ulysses* and selected passages from *Finnegans Wake*. The greater part of the course will be given to *Ulysses*. Enrollment limited to 15. G. Bahlke.

Literature 302S Seminar: Virginia Woolf. The purpose of the seminar will be to explore the way in which Virginia Woolf attempted new technical approaches to the problem of representing reality adequately in the form of the novel and to define simultaneously the major concerns in her writing. The concentration on the work of a single novelist in the seminar should make it possible to pursue the various directions her writing took from *Jacob's Room* to her last novel, *Between the Acts*. Enrollment limited to 15. G. Bahlke.

Literature 303F Modern Poetry. A detailed consideration of three major poets, W. B. Yeats, T. S. Eliot and W. H. Auden, with particular attention to the way in which their poetry developed and changed, and to their quest for appropriate modes in which to embody their differing responses to their own age. G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 304S Modern Poetry. A careful consideration of ideas and techniques in selected poems by modern British and American poets from G. M. Hopkins to Ted Hughes. Among the figures to be read will be Lawrence, Thomas, Gunn, Frost, Stevens, cummings, Roethke, Lowell and Wilbur. (This course does not duplicate the material of the fall term course in modern poetry, and may be taken either as a continuation of the earlier course or separately from it.) G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 305F Seminar: The Novels of E. M. Forster and D. H. Lawrence. The course will explore the fusion of social and visionary modes in the novels of these authors. Preliminary consideration of the influence of George Meredith's theory and practices of comedy on Forster's "Italian" novels (*Where Angels Fear to Tread, A Room with a View*) will lead to a careful consideration of *Howards End* and Forster's aesthetic theory as expressed in *Aspects of the Novel*. Lawrence's theoretical writing will constitute background for a reading of *Sons and Lovers* and *The Rainbow*. Forster's *Passage to India* and Lawrence's *Women in Love* will be considered at greater length as major examples of the prophetic mode in twentieth-century litera-

ture. Limited to 15. G. Bahlke. (Offered in alternate years; next given 1976-77.)

Literature 307F Herman Melville. A study of the major novels and short fiction from *Typee* to *Billy Budd*, the course is designed for students interested in exploring the full range of Melville's fiction. The works will be treated chronologically in conjunction with basic biographical materials in an effort to bring into focus Melville's ever-changing form of "truth-telling" and its relation to his evolving vision of life. That vision will also be considered in relation to its nineteenth-century American context. Readings will include: *Typee, Omoo, Redburn, White-Jacket, Moby-Dick,* "Benito Cereno," "Bartleby," "The Piazza," *The Confidence-Man* and *Billy Budd.* E. O'Brien.

Literature 312S Realism. Through a reading of selected major novels from European, British and American literature, the students and instructor will explore the variety of new ways in which novelists of the twentieth century have confronted the problems of the depiction of reality. The figures to be read will include Mann, Gide, Woolf, Joyce, Kafka, Camus, Faulkner and Bellow. G. Bahlke. (Offered in alternate years; next given 1976–77.)

Literature 318S Egoism: The Novelist as Moralist. Many novelists have seen that although individualism may be a virtue, excessive individualism tends to become egoism. The course will focus on the depiction of this moral failing as it shapes the relationships of men and women in major British novels from Richardson's *Clarissa* to V. Woolf's *To The Lighthouse.* Special attention will be paid to the techniques employed by various authors in the depiction and analysis of this theme. N. Rabinowitz.

Literature 321F/322S Shakespeare. A reading of Shakespeare's plays and poetry, in conjunction with a variety of British and Continental works that will provide thematic, generic and historical contexts. Fall: Histories and Tragedies. Spring: Comedies and Romances. Freshmen admitted by permission of instructor only. C. Rupprecht.

Literature 327F-328S Romanticism. An attempt to come to an understanding of Romanticism as an esthetic, religious, philosophical and psychological phenomenon. Continental, British and American authors will be read. Among these are Rousseau, Blake, the Schlegels, Goethe, Novalis, Tieck, Wordsworth, Coleridge, Byron, Chateaubriand, Poe and Hawthorne. Students are strongly encouraged to take both semesters; admission to Literature 328 by permission of instructor only. Faculty. (Offered in alternate years; next given 1976–77.)

Literature 331F/332S Neoclassicism, Enlightment and Sensibility. (See Humanities 331F/332S.) H. Stabenau.

Literature 335S The Poetry of D. H. Lawrence and Dylan Thomas. The seminar will involve both careful and extensive reading and discussion of these two poets in an attempt to define an aesthetics directed toward the illumination of salient characteristics of each one's work, and thus the underlying similarities and differences between the two. Prerequisite: One semester course in poetry, or consent of the instructor. G. Bahlke.

Literature 399 Independent Study. Faculty.

Literature 495F Senior Seminar: Problems in the Novel. Through reading and discussion of selected nineteenth- and twentieth-century British, European and American novels, as well as criticism of fiction, the seminar will be directed toward the elucidation of such specific aspects of the novel as the conduct of the narrative, characterization, setting, symbolism, style and structure. At the same time, it will consider the shift in sensibility reflected in the movement from a realistic and social conception of the novel to a more lyrical and individual one. The following works will be read: *Wuthering Heights, Madame Bovary, Fathers and Sons, Middlemarch, The Portrait of a Lady, The Immoralist,* "Tonio Kroger" and "Death in Venice," *Women in Love, Mrs. Dalloway* and *The Sound and the Fury.* G. Bahlke.

Literature 499 Independent Study. Faculty.

Literature 500 Senior Project. Faculty.

Philosophy

The purposes of the concentration in philosophy are: to gain skill in the use of logical argument and in the use of philosophical methods of clarification, criticism and organization of discourse; to become acquainted with the most important systems of thought in the history of philosophy; and to gain a balanced understanding of the central problems of metaphysics, ethics and epistemology.

A concentration in philosophy consists of eight courses in addition to the Senior Project. Students concentrating in philosophy must include one semester of logic (Kirkland Philosophy 141 or Hamilton Philosophy 24) and a year course in the History of Western Philosophy (Hamilton Philosophy 21F-23S). Since the latter is a prerequisite for many upper-level courses, it should be taken in the sophomore year. It is strongly recommended that concentrators include in their programs a semester each of contemporary analytic philosophy, phenomenology and existentialism, ethics and theory of knowledge. The Senior Project, a one-semester independent study,

should reflect a specific focus of interest within the field of concentration. Note: Not more than one of the Kirkland courses numbered Philosophy 140 and below may be counted toward concentration in philosophy.

Philosophy 102S Introduction to Philosophy. An introduction to philosophical problems and methods. Topics will include the evaluation of arguments, the justification of perceptual claims, the existence of other minds, freedom of the will, and the possibility of moral knowledge. The approach will be analytical rather than historical or existential; considerable stress will be placed on the logical and linguistic techniques characteristic of recent British and American philosophy. Students may not receive credit for both Hamilton Philosophy 11 and Philosophy 102. R. Roelofs.

Philosophy 111F Knowledge and Self-Knowledge. An introductory exploration of the distinctive claims of knowing based upon the appeals to reason, experience, will and intuition. Discussion of the ways in which self-knowledge and self-identity are defended in theory and struggled for in practice. Readings include Plato's early *Dialogues,* Hume's *Dialogues Concerning Natural Religion,* Bergson's *Two Sources of Morality and Religion,* Schopenhauer's *World as Will and Idea,* James' *Will to Believe* and Camus' *Myth of Sisyphus.* Evaluation based on class participation, written assignments and class presentations. Additional reading suggestions will be made in connection with individual paper interests. C. S. Frazer.

Philosophy 114S Introduction to Existentialism. A study of existentialist works by Kierkegaard, Nietzsche, Sartre, Jaspers, Heidegger and others. For freshmen and sophomores, except by permission. P. Morris.

Philosophy 141S Logical Reasoning. An introduction to the methods of argumentation and reasoning. We shall begin with a consideration of the commonly used patterns of informal argument, including a study of the common fallacies involved in such arguments, and then move toward the development of a more formal treatment of inference. Special attention will be given to developing our abilities to evaluate critically informal arguments. R. Werner.

Philosophy 199 Independent Study. Faculty.

Philosophy 208F Theism and Atheism. Philosophical discussion of the classical proofs of the existence of God, together with several counterproofs. Attention will also be given to recent doubts concerning the usefulness of theological discourse. May not be taken for credit by students who have already taken Hamilton Philosophy 41 or Religion 41. R. Roelofs.

Philosophy 219F Introduction to Ethics. An introduction to the vocabulary of moral philosophy and the forms of moral and evaluative reasoning. Critical comparison of different systems of morality, with special attention to Plato, Aristotle, Mill, Kant and selected contemporary moral philosophers. R. Roelofs.

Philosophy 220S Contemporary Moral Issues. A philosophical investigation of some current controversies concerning social ethics. Topics to be covered include the problems of world starvation, environmental crisis, the legitimacy of war and use of violence, the abortion controversy, changing sex roles in contemporary society, the institution of marriage and, finally, the prospect for human survival in the modern world. R. Werner.

Philosophy 222S Aesthetics. Clarification of some of the principal contemporary philosophical issues concerning the nature and function of the work of art. In the spring of 1976 special consideration will be given to the art of film and possibly to one other art form. Attention will be given to the nature of cinematic space and time; the nature of film symbolism; and realism, unrealism and surrealism in film. In addition to the regular meetings for discussion of philosophical readings, students will be asked to participate in meetings with artists and teachers who represent various forms of art, and to attend films and other types of artistic events. P. Morris.

Philosophy 244S Marxism. An investigation of writings from the young Karl Marx to the later works of Marx and Engels. The emphasis will be on Marxism as a humanism (rather than an economic or scientific theory), with an eye toward understanding historical Marxism in light of modern Marxist scholarship. We shall also read and discuss some of the contemporary and historical evaluations of Marxism from the socialist, democratic and anarchist points of view. R. Werner.

Philosophy 249F Kierkegaard and Nietzsche. These nineteenth-century thinkers are considered to be among the most important forerunners of the existentialist movement. Selected basic works will be examined comparatively and critically. P. Morris.

Philosophy 251F American Philosophy. A consideration of the major American pragmatists—C. S. Pierce, William James and John Dewey. The emphasis will be on pragmatism as a developing unified movement rather than on these individual philosophers as isolated phenomena. We will be dealing with such topics as methodology, metaphysics, theory of value, ethics and philosophy of religion, all within the pragmatic framework. Other major figures from this period in American philosophy will also be read and discussed in light of their contributions to and influences on the development of prag-

matism. Prerequisite: One course in philosophy or permission of the instructor. R. Werner.

Philosophy 256S Topics in Philosophy of Psychology. In the Spring term of 1976, the topic will be Psychological Perspectives on Human Nature and Human Values. Readings from Aristotle, Freud, Skinner, Rogers and Piaget. Evaluation based on class participation, written assignments and class presentations. Additional reading suggestions will be made in connection with individual paper interests. C. S. Frazer.

Philosophy 268S Contemporary Ethical Theory. An investigation of twentieth-century moral philosophy concerned chiefly with such 'meta-ethical' issues as the meaning of ethical terms and the justification of ethical judgments. Readings from G. E. Moore, Charles Stevenson, R. M. Hare and others. Some attention will also be given to the logic of preference and decision, for example, that of von Wright. Prerequisite: Two semester courses in philosophy, or one course in ethics and permission of instructor. May not be taken for credit by students who have already received credit for Hamilton Philosophy 45. R. Roelofs.

Philosophy 299 Independent Study. Faculty.

Philosophy 329F Phenomenology and Existentialism. A consideration of some of the main ideas of the phenomenological and existentialist movements. Philosophers to be discussed will be selected, for the most part, from among the following: Brentano, Husserl, Scheler, Jaspers, Heidegger, Sartre and Merleau-Ponty. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S) or permission of instructor. P. Morris.

Philosophy 331F Aristotle Seminar. Following a study of Aristotle's methodology and metaphysics as presented in the *Organon,* an investigation of his philosophy of nature, psychology and ethics to see whether Aristotle carries through in practice what he proposes in theory. An attempt will be made to understand and interpret the Aristotelian world-view in light of our investigations. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S). R. Werner.

Philosophy 334S Sartre. A seminar for the student who wishes to understand the more difficult of Sartre's existentialist writings. The course will concentrate primarily on *Being and Nothingness;* one or more of his brief early works will also be discussed. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S) or permission of instructor. P. Morris.

Philosophy 339F Hume Seminar. Reading and discussion of Hume's major philosophical works and selections from his history

and essays in order to explore the relationship between Hume's skepticism and his substantive knowledge claims. Seminar format would include both written and oral presentation by each student. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S) or permission of instructor. C. S. Frazer. (Offered in alternate years; next given 1976–77.)

Philosophy 342S Kant. Reading and discussion of selected writings of Immanuel Kant, including the full text of the *Critique of Pure Reason,* together with recent commentaries. The course will be conducted as a seminar, each participant being expected to present up to three substantial papers. Prerequisite: One year of History of Philosophy (Hamilton 21F-23S). Enrollment limited to 10. R. Roelofs.

Philosophy 399 Independent Study. Faculty.

Philosophy 499 Independent Study. Faculty.

Philosophy 500 Senior Project. Faculty.

Jewish Studies (Religion)

The purpose of the concentration is to give the student an understanding of the Jewish religion, literature, history and thought and the Hebrew language. To facilitate this goal, each student is expected to complete eight semester courses in religion or related fields and a Senior Project. Courses should by distributed among the various areas of Jewish studies: Bible, religion, history and philosophy or thought. Students are expected to pursue one independent study using a Hebrew text of medium difficulty. Senior Projects should be devoted to detailed work demonstrating competence in at least one area of Jewish studies.

Religion 134S History of the Jewish People in the Middle Ages. (See History 134S.) D. Lasker.

Religion 145F Modern Jewish Movements. An examination of the many different movements, both religious and secular, into which today's Jews are divided. These movements include Orthodoxy, Conservatism, Reform, Reconstructionism, Hasidism, Zionism, Socialism and others. These groups will be examined both historically and analytically in an attempt to understand their basic positions and attitudes. This course can serve as an introduction to modern Judaism. D. Lasker.

Religion 199 Independent Study. Faculty.

Religion 201F Rabbinic Thought and Literature. D. Lasker. (Offered in alternate years; next given 1976–77.)

Religion 256S Medieval Jewish Philosophy. An examination of three major medieval Jewish philosophers: Saadiah, Judah Ha-Levi

and Maimonides. Basic problems and trends. Relation to Islamic and Christian philosophy. Prerequisite: Introductory philosophy course. D. Lasker. (Offered in alternate years; next given 1976–77.)

Religion 281F Jewish-Christian Intellectual Relations. An examination of the ways in which Jews and Christians have related to each other through the ages. The emphasis will be on intellectual aspects, i.e., theological, philosophical issues, rather than on political, economic or social factors. Polemical and apologetical literature of the different periods will be investigated. The course will attempt to form an understanding of the major differences between the two religions and what aspects have ameliorated or exacerbated these differences. Prerequisite: One course in religion or philosophy, or permission of the instructor. D. Lasker.

Religion 292S Philosophical and Mystical Traditions of Judaism. Various fundamental questions of life and religion have found answers in a number of different theological frameworks. Two such classical Jewish frameworks are philosophy and mysticism. This course will examine these two approaches, seeing how each deals with the basic problems and comes to separate conclusions. Students will be expected to read and react critically to a number of primary sources. Prerequisite: One course in religion or philosophy, or permission of instructor. D. Lasker.

Religion 299 Independent Study. Faculty.

Religion 399 Independent Study. Faculty.

Religion 499 Independent Study. Faculty.

Religion 500 Senior Project. Faculty.

SCIENCES DIVISION

Concentration Requirements. Students may concentrate in the following subject areas; the life sciences, chemistry, geology, history of science, mathematics or physics. A variety of specializations are available in the life sciences including biology, zoology and botany. A concentrator in mathematics may emphasize computer science, pure mathematics, statistics or any of several other areas in mathematics. Students may combine two or more disciplines to concentrate in an interdisciplinary program in the Sciences. It is the policy of the Sciences Division to welcome student-initiated interdisciplinary concentrations.

A concentration in the Sciences Division shall consist of:

1. A minimum of eight semester courses in the field of concentration.
2. The Senior Project (Science 500). The Senior Project in the Sci-

ences Division, normally initiated in the fall of the senior year, serves as a focus and culmination of the student's major program. The Sciences Division encourages Senior Projects consisting of original laboratory research or field work. The project will involve a research paper or a laboratory report in addition to an oral presentation of the material.

Note: Before registering for any course offered by the Division, check the College's statement on course numbers and prerequisites on page 29 of this catalog. Be sure to get permission of instructor where appropriate.

The Division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

History of Science

History of Science 101F Mind and Matter. Is mind merely one of the products of matter or is matter a creation of the mind? This question underlies the constant tension between mechanistic and vitalistic theories in biology. This course will examine vitalistic and mechanistic explanations in biology as they appear in seventeenth-century physiology, eighteenth-century embryology, nineteenth-century evolutionary theory and twentieth-century neurophysiology. Evaluations based on knowledge of assigned reading, a series of short essays and classroom discussion. R. Rinard.

History of Science 113F The Warfare of Science and Religion. "When we consider what religion is for mankind and what science is, it is no exaggeration to say that the future course of history depends upon the decision of this generation as to the relations between them." Alfred North Whitehead. To aid in such a decision, this course will examine the historical encounters between modern science and religion including such topics as: Newton and natural theology, Darwin and the fundamentalists, and the place of faith in a technological society. Lecture and discussion, with evaluation based on knowledge of material as shown by written work and class participation. Open to sophomores, juniors and seniors. R. Rinard.

History of Science 123F Scientific Revolution. Modern science began a revolutionary change in the understanding of the natural world in the seventeenth century. This course will investigate the rise of a mechanical world view and will explore the cultural consequences. Attention will be given to the works of Copernicus, Kepler, Bacon, Galileo and Newton. Evaluation based on written essays, class discussion and knowledge of assigned reading. R. Rinard.

History of Science 127F Ancient Science I. Emergence of science from a complex of myth, religion and magic. Topics will include: The

Pyramids and the enigma of Stonehenge; Presocratic rationalism and Pythagorean number-mysticism; Plato's *Timaeus;* the Aristolelian cosmos; Lucretius and atomistic thought. Far Eastern concepts will be considered where possible. Open to Freshmen. Class limit 30. N. F. George.

History of Science 128S Ancient Science II. Early biological thought, with emphasis on Greek biology and medicine. Works of Hippocrates, Aristotle and Galen, with some study of Eastern and Near Eastern concepts. No prerequisite, but Ancient Science I or a course in classical antiquity or philosophy is recommended as background. N. F. George. (Offered in alternate years; next given 1976–77.)

History of Science 199 Independent Study. Faculty.

History of Science 222S Occult and Pseudo-Sciences. A survey of witchcraft, physiognomy, phrenology and animal magnetism continuing into nineteenth-century spiritism and "psychic science." The final weeks of the course will be devoted to an investigation of developments in ESP and related phenomena of parapsychology. Emphasis on the interplay of occult and pseudo-scientific thought and the state of "legitimate" science. Priority to sophomores and juniors; seniors by permission of instructor. Class limit 30. N. F. George.

History of Science 299 Independent Study. Faculty.

History of Science 301F Seminar in the History of Alchemy and Early Chemistry. Detailed analysis of some major alchemical and protochemical texts. Representative topics: The *Tabula Smaragdina* and the mystical school of alchemists; Geber, the *Summa Perfectionis* and alchemy as practical chemistry; Michael Maier's *Atlanta Fugiens* and alchemical graphics; Jung's alchemical archetypes; Boyle's *Sceptical Chymist* and the decline of alchemy; Paracelsus and the iatrochemists. Limited to 15 students; priority to juniors and seniors with science or history of science background; sophomores with permission of instructor. N. F. George. (Offered in alternate years; next given 1976–77.)

History of Science 303F Science of Romanticism. Subjectivism and speculation in the early nineteenth-century. Topics will include: Goethe's color theory and relativism; Schelling, *Naturphilosophie* and the problem of pantheism in Romantic science; Neopythagorean attitudes and humanistic response to scientific method. Open to sophomores with permission of instructor; priority to juniors and seniors. Class limit 20. N. F. George.

History of Science 304S Problems in the History of Contemporary Science. A seminar in the identification and analysis of important

developments in twentieth-century science. Students may choose one of three major tracks: (1) science and society (2) change in scientific thought (3) cultural aspects of science. Each group will work out, with the instructor, a list of important topics, and individual members of the group will assume responsibility for a topic, to be presented as a paper at the end of the term. Groups will meet independently to discuss progress reports; one lecture weekly will deal with areas of common concern for all groups. Limited to 15 students; priority to juniors and seniors with science or history of science background. N. F. George.

History of Science 314S The Darwinian Revolution. An examination of the history of evolutionary concepts. Topics to be covered will include pre-Darwinian evolutionary concepts of Lamarck, methodology, the cultural impact of the *Origin of Species* and post-Darwinian debates about the mechanism of evolution. Evaluations will be based on class discussions, knowledge of assigned reading and a research paper. R. Rinard.

History of Science 399 Independent Study. Faculty.

History of Science 499 Independent Study. Faculty.

History of Science 500 Senior Project. Faculty.

Mathematics

Mathematics 160S Introduction to Computing. No prerequisite. Introduction to programming and computing. Emphasis will be on problem solving and data analysis in the social and physical sciences. Credit will not be given for both 160 and 170. With instructor's consent, 160 will satisfy the 170 prerequisite for advanced courses. R. Ellison.

Mathematics 170F Introductory Computer Science. A first course in computers developing algorithms to treat numerical and non-numerical problems. Includes such topics as simulations, data structures and assembly language. Prerequisite: Hamilton Mathematics 14 or 15. (Equivalent to Hamilton Mathematics 17S.) R. Ellison.

Mathematics 199 Independent Study. Faculty.

Mathematics 250F Computer Organization and Programming. Topics in assembly language programming, including representation of data, addressing, logic design, arithmetic units, input-output systems and systems software. Prerequisite: 170 (or Hamilton 17). R. Ellison.

Mathematics 299 Independent Study. Faculty.

Mathematics 370F Programming Languages. Topics include formal definition of programming languages including specification of

syntax and semantics; simple statements including procedure, infix, prefix and postfix notation; global properties of algorithmic languages including scope of declarations, storage allocation, grouping of statements, binding time of constituents, subroutines, coroutines and tasks; list processing, string manipulation, data description and simulation languages; and run time representation of program and data structures. Prerequisite: 250 and Hamilton 33 or consent of the instructor. R. Ellison.

Mathematics 380S Algorithms and Data Structures. Introduction to data structures such as queues, trees and lists. Additional topics on analysis of algorithms and programming. Techniques include computational complexity, recursion and dynamic programming. Prerequisite: 250 *and* Hamilton 33 *or* 250 *and* consent of the instructor. R. Ellison.

Mathematics 440S Seminar. Selected topics such as information theory, formal languages and operating systems. May include a major class project such as design and implementation of a compiler. Prerequisite: 370, 380 or consent of the instructor. R. Ellison.

Mathematics 499 Independent Study. Faculty.

Mathematics 500 Senior Project. Faculty.

JOINT PROGRAM IN THE LIFE SCIENCES

A. D. Chiquoine, Director of the Joint Program (Hamilton), J. A. Bland (Hamilton), J. F. Ellis (Hamilton), N. J. Gerold (Hamilton), L. R. McManus (Hamilton), S. A. Miller (Kirkland), F. Price (Kirkland) and E. Putala (Kirkland).

Concentration Requirements. A concentration in the Life Sciences Program consists of Life Science 111, 112 and six additional courses which have 111 and 112 as a prerequisite. The following winter term courses cannot be counted as part of the concentration: 115W, 220W, 330W and 440W. A course of study taken at a field station and approved beforehand may be substituted as one course in the concentration. Students wishing to prepare for graduate school should take at least Physics 11-12, Mathematics 13-14 and Chemistry through 23-24 at Hamilton.

All courses in the Life Sciences Program are open to the entire student body, concentrators or not, if the stated prerequisites are met. Any questions concerning the Joint Program in the Life Sciences should be referred to the Sciences Division Chairwoman, N. F. George.

Life Science 111F Life Science. The molecular and cellular basis of biological organization, including the processing of matter, energy,

and information. Emphasis on the biochemical, genetic, and developmental aspects of life. A knowledge of secondary school biology and chemistry assumed. Three class periods and three hours of laboratory. Independent laboratory work. A. D. Chiquoine.

Life Science 112S Life Science. A study of life at and above the level of the organism. Emphasis on the variety of life; the functions and adaptations of organisms; homeostasis, ecological relationships; and evolutionary history. Three class periods and three hours of laboratory. Independent laboratory work. Prerequisite: 111. F. Price.

Life Science 114S Human Genetics. A study of the facts and techniques of human genetics and their relationship to contemporary societal problems. A course for those not planning to go on in science. J. F. Ellis.

Life Science 115W Layman's Guide to Microbiology. A course to provide sufficient background for a student to understand popular presentations about microbes and their activities. Laboratory work. A course for those not planning to go on in science. J. A. Bland.

Life Science 116S Marine Biology. The ocean as an environment for life and as a human resource. The study of plants and animals of the sea with consideration of fisheries, mariculture, and pollution. L. R. McManus.

Life Science 117F Social Biology. A study of the nature and evolution of animal societies from the viewpoint of evolutionary biology. Examination of relevant concepts from evolutionary theory, population biology and ethology and their relationship to the biology of organisms from ants to *Homo sapiens*. Topics range from gene flow, aggression, kin selection and fixed action patterns to altruism, ethics, culture and religion. Two lectures, one discussion per week. Course in high school biology required or permission of the instructor. A course for those not planning to go on in science. F. Price.

Life Science 220W Microtechnique. An introduction to the techniques of histology, histochemistry, and cytology and their application in a small research project. Prerequisite: 112. N. J. Gerold.

Life Science 221F Microbiology. An introduction to the major groups of microorganisms and their activities. Three class periods and three hours of laboratory. Prerequisite: 112. J. A. Bland.

Life Science 222S Vertebrate Organization. Study of historical and functional aspects of vertebrate organization and of the control mechanisms which maintain it. Mammalian organization emphasized. Three class periods and three hours of laboratory. Prerequisite: 112. S. A. Miller.

Life Science 223F General Plant Biology. A study of the morphology of plants; structural organization and development; mechanisms of reproduction; physiology and regulation of growth. Three class periods and three hours of laboratory. Prerequisite: 112. E. Putala.

Life Science 224S Survey of the Plant Kingdom. Study of the morphology and life histories of the algae, bryophytes, and vascular plants stressing their phylogenetic relationships. Three class periods and three hours of laboratory. Prerequisite: 223. E. Putala.

Life Science 225S General Entomology. An introduction to the study of insects with emphasis on their diversity, biology, and importance to man. Laboratory work emphasizing the identification of insects to the level of Order and Family. Two class periods and four hours of laboratory. Prerequisite: 112. L. R. McManus. (Alternates with 228.)

Life Science 227F Genetics. Study of the hereditary material as analyzed by genetic, chemical, and mathematical techniques. Three class periods and three hours of laboratory. Independent laboratory work. Prerequisite: 112. J. F. Ellis.

Life Science 228S Invertebrate Zoology. An introduction to multicellular invertebrate organisms with emphasis on diversity, structure and function, ecology, and evolution. Laboratory work using the local fauna as fully as possible. Optional marine collecting trip. Two class periods and four hours of laboratory. Prerequisite: 112. Faculty. (Alternates with 226. Next offered 1976–77.)

Life Science 330W Electron Microscopy. The physics of the electron microscope and the techniques of preparing electron micrographs. Not open to students who have taken 332. Prerequisite: four courses in the concentration. A. D. Chiquoine.

Life Science 331F Physiology. A study of fundamental problems of animal physiology; the mechanisms involved in function, with emphasis on vertebrate homeostasis. Two class periods and four hours of laboratory. Prerequisite: 112. (Beginning in 1976–77, 222 will be a prerequisite.) N. J. Gerold.

Life Science 332S Cellular Ultrastructure. The electron microscope in ultrastructure analysis. Emphasis on the preparation and interpretation of electron micrographs in the understanding of the cellular level of biological organization. Two afternoons of arranged laboratory. Prerequisite: four courses in the concentration. Not open to students who have taken 330. A. D. Chiquoine.

Life Science 333F Embryology. A study of avian and mammalian embryogenesis and of the developmental anatomy of mammalian organ systems. Class periods concerned with contemporary prob-

lems of developmental biology. Three class periods and three hours of laboratory. Prerequisite: 112. (Beginning in 1976–77, 222 will be a prerequisite.) S. A. Miller.

Life Science 334S Cells and Tissues. An analysis of the structure, function, and composition of vertebrate cells and tissues. Laboratory emphasis on cell and tissue identification. Three class periods and three hours of laboratory. Prerequisite: 112. (Beginning in 1976–77, 222 will be a prerequisite.) N. Gerold.

Life Science 335F Systematics of Flowering Plants. A study of the principles of taxonomy of flowering plants with emphasis on the flora of the northeast. Three class periods and three hours of laboratory. Prerequisite: 223. E. Putala.

Life Science 336S Plant Anatomy. Study of the structure, development, and variation of the vegetative and reproductive organs of seed plants. Three class periods and three hours of laboratory. Prerequisite: 223. E. Putala.

Life Science 337F General Ecology. An investigation of the factors that determine the distribution and abundance of plants and animals. Three class periods and three hours of laboratory or field exercises. Prerequisite: 112. L. R. McManus.

Life Science 440W Field Study in Florida. A camping tour of terrestrial and marine habitats of Florida. The study of plants and animals of these habitats. The ecological impacts of water management, land use, and technological development on the areas visited. Enrollment limited. Extra cost. L. R. McManus.

Life Science 442S Cytogeneticsm A study of the part played by cells in causing the phenomena of heredity, mutation, and evolution. Three class periods and three hours of laboratory. Prerequisite: 227. J. F. Ellis.

Life Science 444S Advanced Microbiology. A study of the life processes of microrganisms emphasizing biochemical and physiological diversity. Three class periods and three hours of laboratory. Prerequisites: 221 and Hamilton Chemistry 23-24. J. A. Bland.

Life Science 499 Independent Study. Faculty.

SOCIAL SCIENCES DIVISION

The Social Sciences Division provides special work in the major disciplines of the social sciences, as well as more general courses with an interdisciplinary content and orientation.

Concentration Requirements. Students may concentrate in any one

of the subject disciplines in the Division (anthropology, education, government, psychology, sociology) or a combination of disciplines (a Divisional major) arranged in consultation with the Divisional Chairman and the student's adviser. Under certain circumstances, a concentration may be planned which includes fields from other Divisions, in which case a second faculty adviser will be selected with the approval of the chairman of the other Division. A concentration in the Social Sciences Division ordinarily consists of eight semester courses in the field of concentration, including an independent Senior Project. The particular courses taken to satisfy concentration requirements will be chosen by the student with the approval of her adviser or advisers. In each case the complete program will be designed to meet the needs, interests and objectives of the individual student.

Unless otherwise indicated, evaluation of student performance in all social science courses will be based primarily on the quality of participation in class discussion and of written work or other projects of a theoretical or research nature. Instructors reserve the right, however, to schedule in-class examinations or quizzes whenever these appear desirable.

Note: Before registering for any course offered by the Division, check the College's statement on course numbers and prerequisites on page 29 of this catalog. Be sure to get permission of instructor where appropriate.

The Division may assign priority for enrollment in accordance with the rationale for course levels as indicated in the description of Kirkland's general numbering pattern.

Anthropology

A concentration in anthropology consists of eight courses in anthropology, including 111, 113 (or Hamilton 13), Hamilton 35, 490 (Hamilton 49) and the Senior Project. Additionally, concentrators must take either: (1) two years of a foreign language, or demonstrate equivalent command of such a language, or (2) two courses related to the methodology of social sciences.

Anthropology 111F, S Introduction to Physical Anthropology. An introduction to the subject matter of physical anthropology—evolutionary theory, human evolution, human biology and primate studies. Taking evolutionary theory as the backbone of modern physical anthropology, class discussion presents essential aspects of neo-Darwinian evolution and then focuses upon human biological and cultural evolution. Open enrollment. R. Kautz.

Anthropology 113F, S Cultural Anthropology. An introduction to the comparative study of cultural behavior and its relation to politi-

cal, religious and social institutions across cultures. A portion of the course will be devoted to the development of anthropological method and theory. (Equivalent to Hamilton 13.) D. Raybeck.

Anthropology 199 Independent Study. Faculty.

Anthropology 221F Traditional Chinese Culture and Society. A survey of the social, economic, political and religious institutions of the Han Chinese, emphasizing those factors responsible for the continuity of traditional Chinese society through time. Prerequisite: An introductory course in Anthropology or consent of the instructor. D. Raybeck. (Offered in alternate years; next given 1976–77.)

Anthropology 224S Ethnology of Island Southeast Asia. A study of peoples and cultures of island Southeast Asia with an emphasis on syncretic traditions in the area. The course will concentrate primarily on the cultures and societies of Malaysia, Indonesia and the Philippines. Prerequisite: Anthropology 113 (or Hamilton 13) or consent of the instructor. Evaluation will be based on class participation, a class presentation and two take-home exams. Open enrollment. D. Raybeck.

Anthropology 299 Independent Study. Faculty.

Anthropology 322F Paleoecological Techniques for the Archaeologist. A seminar dealing with techniques of ecofact manipulation commonly employed by modern scientific archaeologists. The course will cover population estimation, the analysis of osteological, malacological and botanical evidence as well as field techniques of sampling, dating, flotation and type collection preparation. Class requirements will include a fairly substantial number of readings as well as in-class presentations and lab demonstrations. Participation will be with permission of the instructor. R. Kautz.

Anthropology 332S Social Interaction. The emphasis of this course is on interpersonal perception and behavior and the relation of these to social roles and the social structure of social interaction. Two contrasting models will be employed to study covert aspects of social behavior. Readings will be drawn from the fields of psychology, anthropology, science fiction, etc. Students will be expected to analyze their own responses to selected social situations. Prerequisite: Consent of the instructor. Evaluation will be based on class participation, short papers and a research project in which the student will be expected to apply concepts and methods learned in the course. D. Raybeck. (Offered in alternate years; next given 1976–77.)

Anthropology 333F Psychological Anthropology. The emphasis of the course is on social psychological problems in a cross-cultural

context. Topics to be considered include the relationship between personality and culture and the varying ways in which culture influences social and environmental perceptions. The course will also examine the effects of stress upon cultural and personality systems. Prerequisite: A social psychology course, an introductory anthropology course or permission of the instructor. D. Raybeck.

Anthropology 334S Method and Theory in Archaeology. An examination of modern methodological and theoretical approaches and problems in American archaeology. A wide range of topics will be discussed, from dating methods and the value of faunal analysis, through traditional problems of typology, to more recently perceived problems of societal reconstruction. The class will be conducted as a seminar with the students reading and reporting on selected topics. Prerequisite: Anthropology 111, 113 (or Hamilton 13) and consent of the instructor. R. Kautz.

Anthropology 341F North American Indians. An introduction to the cultures of the North American Indian. Emphasis will be placed upon the cultures of the American natives as they were when and immediately before Europeans began to colonize the continent, and upon past and present relationships between the Indian and the white man. The course is designed to give the student knowledge of the diversity of Indian cultures in North America, a detailed knowledge of some of these groups and a basis for understanding current problems involving the Indian. Prerequiste: Anthropology 113 (or Hamilton 13) or Hamilton 35, or consent of the instructor. R. Kautz. (Offered in alternate years; next given 1976–77.)

Anthropology 342S North American Prehistory. An examination of the history of the American Indian north of the Rio Grande from the entry of man into the New World to the arrival of the colonizing Europeans. If possible, field trips will be taken into the surrounding countryside to examine archaeological sites relevant to the discussion of northeastern prehistory. Prerequisites: Anthropology 111 and 113 (or Hamilton 13) or consent of the instructor. Anthropology 341 is recommended but not required. R. Kautz. (Offered in alternate years; next given 1976–77.)

Anthropology 366S(H36S) Ecological Anthropology. The cross-cultural examination of man's place in the ecosystem. Human ecology (biological and sociological), cultural ecology, cybernetics and theories of general and specific cultural evolution. Integrative ecological models of subsistence systems, technology, population, human conflict, social structure and ideology. Archaeological, historical and ethnographic methods of analysis. Prerequisites: 113 (or Hamilton 13) and Hamilton 35. R. Kautz and G. Jones.

Anthropology 399 Independent Study. Faculty.

Anthropology 490F(H49F) Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisites: Anthropology 113 (or Hamilton 13) and Hamilton 35. D. Raybeck.

Anthropology 499 Independent Study. Faculty.

Anthropology 500(H50) Senior Seminar (Senior Project). Individual research projects are developed, presented and discussed in the context of a seminar emphasizing the application of method and theory to the interpretation of anthropological evidence. Open only to seniors concentrating in anthropology. Faculty.

Education

The education program at Kirkland is a competency-based, state-registered sequence in elementary education. Students completing the program will be eligible for provisional New York State certification, levels N-6. Education 434 (student teaching) and Education 201-202, 301-302 and 401 are required for such certification. In addition to these course requirements, one Winter Study of full-time work in an elementary classroom is also required. For those wishing to concentrate in education, the Senior Project (Education 500) is also required. For those who do not wish to pursue certification requirements, alternative concentration designs are available on an individual basis. These are generally problem- or topic-centered designs, not necessarily limited to elementary education.

The Education Professional Semester: After the completion of Education 201-202 and 301-302, the student wishing to enter the education semester must make formal application to the education faculty and the Office of the Dean of Academic Affairs. Information on procedures and entrance requirements is available through the Office of the Dean and through the education faculty. Application must be made by March 1 of the year preceding the work in the Professional Semester. The semester consists of Education 401 and 434 and counts as four course credits. It is a full-time off-campus internship in at least two classrooms. Participation in microteaching laboratories, and in school functions such as PTA, staff meetings and open school board meetings is required.

Students and applicants wishing more information on the education program should contact the Office of Admission or the Office of the Dean of Academic Affairs for a copy of the abstract of the education program. The total program design, including detailed listings of outcome competencies in the program, is available for reading in the Office of the Dean of Academic Affairs.

Education 201F-202S Basic Methods in Elementary Education. In

the first semester, students will produce lesson plans and resource units, and learn strategies f formulating questions and implementing presentation techniques. Laboratory assignments with young children include observations and participation one morning per week. Evaluation will be based upon mini-lessons and other class participation, resource units and written laboratory reports. Second semester, the course will focus on appropriate teaching techniques in a developmental reading program with attention to the school environment and the needs of individual students. Laboratory work, one hour of tutoring daily for the first half of the semester, is required. Evaluation will be based on class participation, twelve short papers, twenty activity cards and laboratory reports. M. Kowalewski.

Education 301F-302S Methods and Content of Elementary Education. (A) Field-oriented, competency-based course in elementary education. (B) Sequential skill development in arithmetic concepts. Production of curricular and manipulative materials for learners. Daily tutoring in arithmetic in the public schools, eight weeks. (C) Development of resource unit in language arts. Peer teaching and microteaching, eight-week lab. (D) Development of social studies resources unit; mini-course in content area. Teaching lab in area schools, February–May. Prerequisite: Education 201F-202S may be elected concurrently. E. Hendricks.

Education 321S Teaching the Gifted Child. (Formerly Education 201.) Problems of curriculum design and teaching strategies for highly able children. Work will be based on a study of theories of giftedness and creativity, and on observations of children in classrooms. An introductory course in psychology or education is not a prerequisite but is recommended. E. Hendricks.

Education 401F Senior Seminar in Diagnostic and Prescriptive Teaching and Senior Seminar in Materials and Methods. Analysis and critique of teaching problems and processes encountered in the practice teaching program. Advanced techniques and materials for elementary reading and other aspects of the curriculum. Record keeping, planning, assessment and evaluatory strategies and techniques. Open only to seniors in the professional semester, by permission of instructors. *Counts as two course credits.* E. Hendricks and M. Kowalewski.

Education 434F Practice Teaching. Supervised teaching in the elementary schools, taken concurrently with Education 401. Students electing this Professional Semester option must plan to devote full time to it, and may not elect other courses during this semester. Permission of instructor required. *Counts as two course credits.* E. Hendricks and M. Kowalewski.

Education 500 Senior Project. Faculty.

Government

A concentration in government consists of eight courses in government, including no more than two at the introductory level, Government 229 (Hamilton 29) and the Senior Project. In addition, courses in other social science disciplines and in statistics are recommended.

Government 112S Comparative Politics. An introduction to the study of foreign political systems. The objective of the course is (1) to achieve a more realistic understanding of how foreign governments and politics function, and (2) to study the problem of analyzing similarities and differences among governments in other parts of the world. The content of the course will therefore include material on selected western and non-western political systems and an examination of such basic concepts as: Political culture, political groups and parties, political elites, political participation, bureaucracy, policy-making and political development and change. In addition to the assigned reading, members of the class will be asked to work on topics to be selected in conference with the instructor. (Equivalent to Hamilton Government 12.) Open enrollment. Faculty.

Government 116F, S American Political Process. An introduction to American national institutions: Congress, the Presidency, the Courts and bureaucracy. Special attention will be given to such topics as political culture, political behavior, the role of elites and social class. (Equivalent to Hamilton Government 16.) Open enrollment. J. Bacheller.

Government 199 Independent Study. Faculty.

Government 213F Politics in the Soviet Union. A systematic analysis of the Soviet political system, concentrating on the themes of persistence and change over time. Among the topics studied will be intra-elite interaction, the role of the dissenting minorities and intelligentsia, central management of a complex society and alternating patterns of social control. J. Ross.

Government 214S Politics in Western Europe. A comparative study of government and politics within Western Europe, concentrating on the smaller as well as the larger European systems. Among the topics studied will be the role of political culture, cleavage and consensus, governmental stability and instability, bureaucratic responsibility and the emergence of a European community in the 1970's. J. Ross. (Offered in alternate years; next given 1976-77.)

Government 215F Politics in Latin America. A survey of the major political forces within Latin American societies, concentrating on the theme of development within traditional parameters. Among the topics considered will be class cleavage and political instability; the roles of the Church and the military; political culture and ideology;

the impact of external powers upon domestic politics; and the implications of varying modes of development. J. Ross.

Government 216S Revolution and Political Change. A comparative analysis of revolution as an agent of socio-political change. Attention will be paid to the sources and processes of revolutions and revolutionary movements. Both general theories of revolution and selected case studies of both successful and unsuccessful revolutions will be presented and interrelated. J. Ross. (Offered in alternate years; next given 1976–77.)

Government 219F American State Politics. This course is designed to acquaint students with some of the distinctive aspects of politics at the state level. Topics discussed will include political parties, citizen participation, regionalism and state political culture, policy formation and characteristics of state legislatures, executives and judiciaries. Prerequisite: Government 116 (or Hamilton 16). Concentrators have priority. J. Bacheller.

Government 221F Public Opinion. An examination of how Americans form political opinions and the ways in which they act upon them. Voting behavior will be studied along with other models of the ways in which public opinion is transmitted to policy makers. Prerequisite: Government 116 (or Hamilton 16). Priority for concentrators. J. Bacheller. (Offered in alternate years; next given 1976–77.)

Government 222S Interest Groups in American Society. Economic organizations such as businesses, trade associations, labor unions, agricultural groups and professional associations have played an important role in influencing the public policy-making process. Ideological and other non-economically based organizations have also sought influence over policy decisions. In this course, theoretical models and empirical descriptions of the impact of these groups on the policy-making process are considered. In addition, characteristics of interest groups as organizations and the nature of their interactions with other political actors are discussed. Prerequisite: Government 116 (or Hamilton 16). Priority for concentrators. J. Bacheller.

Government 223F(H23F) American Parties and Politics. The political party is the primary linkage between Americans and their political system. We will examine the parties' performance of this function as well as current problems of party structure, reform and finance. Field research into state and local parties. Prerequisite: Government 116 (or Hamilton 16) or consent of the instructor. Priority will go to concentrators. J. Bacheller. (Offered in alternate years; next given 1976–77.)

Government 229F(H29F) Introduction to the Scope and Methods

of Political Science. Introduction to the philosophical, theoretical and methodological concerns of modern political science. Required of all majors by the end of their junior year. Prerequisite: Two semester courses in government. J. Ross.

Government 299 Independent Study. Faculty.

Government 300S Political Research. In this course students will find out how to perform research into social and political behavior. Problems of sampling, survey technique, aggregate data analysis, statistical methods, hypothesis formulation and computer use will be examined. Students will participate in a group project involving the design and conduct of a public opinion survey. Prerequisite: Two semester courses in government, or consent of the instructor. Priority will go to concentrators. J. Bacheller.

Government 313F Ideology and the Political System. A comparative study of the role of ideology within the political system. Different ideological forms will be studied within the contexts of both developed and developing, authoritarian and pluralistic political systems. The content of several ideologies will be examined in relationship to their functions within different types of politics. J. Ross. (Offered in alternate years; next given 1976–77.)

Government 314S Recent Empirical Political Theory. An overview of recent and current work in empirical political theory. Among the theoretical structures explored will be theories of power, systems theory, game theory, structural functionalism, communications theory and others. An emphasis will be placed upon the utility of these formulations in political analysis. J. Ross. (Offered in alternate years; next given 1976–77.)

Government 335F Politics in Urban Areas. This seminar is concerned with the structure and function of urban political systems in the United States. Historical and current views of political power in urban areas will be discussed. Government 36S, offered at Hamilton, continues the examination of urban power and problems. Prerequisite: Government 116 (or Hamilton 16) and one other semester course in government. J. Bacheller.

Government 399 Independent Study. Faculty.

Government 499 Independent Study. Faculty.

Government 500 Senior Project. Faculty.

Psychology

A concentration in psychology consists of one course at the introductory level (111, 112, 114 or Hamilton 17), a basic course (Hamilton 15), a course in statistics (Hamilton 21), four advanced courses—one

of which must be an advanced laboratory course—and the Senior Project.

Psychology 111F Introduction to Child Development. A survey course in the field of experimental psychology. Among the topics to be covered will be personality and social development, learning in children, infant development, language development and thought processes in children. S. DeMyer-Gapin.

Psychology 112F, S Introduction to Personality. A survey of major approaches to the study of normal personality, including psychodynamic, behavioristic and phenomenological/existential theories, as well as their related assessment techniques and psychotherapeutic methods. D. Begelman, J. Lindmark, B. Wittmaier.

Psychology 114S Introduction to Social Psychology. A survey of the theoretical empirical literatures dealing with problems of human social behavior. Topics to be covered will include social interaction, cooperation and conflict, person-perception, conformity, attitudes, group processes, aggression and the influence of personality on social behavior. J. Lindmark.

Psychology 199 Independent Study. Faculty.

Psychology 201F Psychology of Women. While the psychoanalytic theories of Freud and Horney will be examined, the major aim of the course will be to explore the more recent data and theories in this "new area" of psychology. Among the topics to be considered will be sex differences in infancy and early childhood personality characteristics of women, sexual behavior in women (pregnancy, childbirth, lactation, fantasies), "mental illness" in women and the psychological impact of aging on the woman. Prerequisite: Sophomore standing. S. DeMyer-Gapin.

Psychology 209F Psychology of Death. Another taboo falls. More and more people now talk openly about death. We will examine death and the process of dying from a variety of perspectives including the psychological, theological, medical, artistic, literary and musical. In addition to readings and class discussions we will meet with professionals who must regularly deal with the dead, the dying and their friends and relatives. The focus of the course will be on coming to grips with death as a part of life. B. Wittmaier.

Psychology 213F, S Humanistic Psychology. Humanistic psychology is an empirical but decidedly person-centered approach to understanding human behavior and the nature of man. Man, according to the humanistic psychologists, should be studied more in life situations than in laboratory settings. The subject matter is, therefore, human experience and what it means. The focus is on what and why

man thinks, feels and acts the way he does. This course is primarily a discussion-oriented study of some of the literature and research representing this approach. D. Muilenberg.

Psychology 215F Social Psychology of Education. The course focuses on a number of social psychological issues in educational settings. Emphasis will be on higher education. Topics considered will include relationships between faculty and students, the influence of education on a variety of attitudes and values, and the evaluation of the education experience. B. Wittmaier.

Psychology 217F Human Motivation. An examination of the variables that influence the direction, intensity and persistence of behavior. Empirical research and theoretical formulations in such areas as stress, emotions, sleep and dreams, early experience and fantasy will be studied. B. Wittmaier. (Offered in alternate years; next given 1976–77.)

Psychology 299 Independent Study. Faculty.

Psychology 302S Self-Concept and Social Interaction. An examination of social and interpersonal determinants of self-concept, with emphasis on the dual nature of the self, both as subject and object, and on the problems of self-awareness, self-presentation and self-alienation. Readings will include theoretical writings, empirical research and relevant novels. Prerequisite: Two psychology courses including one of the following: Psychology 111,112 or 114 (Anthropology 332 may be substituted for a psychology course.) D. Sherrod. (Offered in alternate years; next given 1976–77.)

Psychology 322S Cognitive Development. An exploration of some selected aspects of cognitive development with emphasis on Piagetian psychology, language development, intelligence and its measurement. Major theorists and experimental data will form the basis of the course materials. Prerequisite: Two psychology courses including at least one of the following: Psychology 111,114, Hamilton 10, 36, 39 or permission of the instructor. S. DeMyer-Gapin.

Psychology 324S Advanced Child Development. A study of the major methodological issues in developmental psychology. Topics will include ethical issues in using children as subjects,problems in infant research, ecological versus experimental orientations and research strategies in the study of developmental change. Students will be required to initiate and carry out an experiment in the area, preferably using infants or children as subjects. Three hours of seminar plus three hours of independent laboratory work to be arranged. Prerequisite: Psychology 111, 112, 114 or Hamilton 10, and Hamilton Psychology 21. S. DeMyer-Gapin.

Psychology 326S Understanding the Causes of Behavior. This seminar focuses on a number of theoretical and empirical articles in the field of attribution theory. The process by which people infer the causes of their own and others behavior are considered in detail. Attribution of moral and legal responsibility and the determinants and educational implications of ability and motivation ascriptions are among the topics that will be considered. Prerequisites: Two psychology courses, including Psychology 112 or 114, or permission of the instructor. J. Lindmark.

Psychology 334S Abnormal Psychology. An exploration of empirical and conceptual problems arising over the treatment, classification and explanation of the behavior disorders. Emphasis will be on a critical rather than a descriptive approach to psychopathology. Prerequisite: Two Psychology courses, including one of the following: Psychology 111, 112 or 114. D. Begelman.

Psychology 335F Advanced Personality. A consideration of some major findings from studies of personality. Attention will be given to specific research areas rather than broadly based theoretical approaches, e. g., anxiety, personality and social behavior, and experimental psyhopathology. Research methods in personality will also be examined. Prerequisite: Psychology 111,112 or 114 and junior standing. B. Wittmaier.

Psychology 337F Advanced Social Psychology. A study of research methods and contemporary theoretical perspectives in social psychology. Emphasis will be placed both on the research process in general and on topics of current interest as examples of specific research approaches. Such topics may include attribution theory, perceived control reactance theory, altruism or others, depending on staff and student interest. Students will initiate and carry out research projects and, where feasible, may continue such projects as independent studies in the spring. Three hours of class plus other hours of laboratory to be arranged. Prerequisite: Psychology 114 or permission of the instructor and Hamilton 21 (which may be taken concurrently.) J. Lindmark.

Psychology 340S Anxiety and Stress. While these terms appear regularly in both popular and scientific discussions, there is little agreement concerning the nature of anxiety and stress, their measurement or their effects. The course will focus on current research attempts to clarify these basic issues. Relevant research is by psychologists in such diverse disciplinary subareas as neurophysiology, biochemistry, personality, and clinical, educational and social psychology. Data from naturalistic settings will also be examined. Prerequisite: Two courses in psychology. B. Wittmaier. (Offered in alternate years; next given 1976–77.)

Psychology 341S Concepts in the History of Psychology. A critical examination of concepts that have played a key historical role in the development of psychology as a science. Discussions will center around the writings of both behavioral scientists and philosophers who have contributed significantly to the clarification of these concepts. Prerequisite: Two courses in psychology. D. Begelman. (Offered in alternate years.)

Psychology 391S Behavior Therapy. Introduction to the theory and practice of experimental support for the use of specialized techniques in the treatment of the behavior disorders. Discussion and demonstration of current clinical methods inspired by the work of Pavlov, Skinner, Hull, Mowrer, Guthrie, Wolpe, Lazarus, Cautela and their students. Three hours of lecture and three hours of laboratory to be arranged. Prerequisite: Two courses from among the following: Psychology 302, 321, 322, 334, 337, 390, 391, Hamilton 15 or 27 and permission of the instructor. D. Begelman.

Psychology 399 Independent Study. Faculty.

Psychology 499 Independent Study. Faculty.

Psychology 500 Senior Project. Faculty

Sociology

A concentration in sociology consists of an introductory course (101), six additional courses, including 301 and 302, and the Senior Project.

Sociology 101 Introductory Sociology. The course is divided into five sections, each of which serves to fulfill concentration requirements and to allow entry into upper-level sociology courses.

Sections 01F and 02F. An introduction to the sociological perspective on human behavior, its limitations and potential advantages. The course will examine major social processes and institutions. Some attention will be paid to cross-cultural comparisons, although most material will deal with selected facets of American society. D. Gilbert.

Section 03F, S. Fundamental sociological concepts. Analysis of social structure, social forces and the process of human interaction. D. Gray.

Section 04F, S. Examines the contributions and limitations of the sociological perspective for the understanding of human behavior. Fictional and political observations of society will be used along with sociological studies in making this assessment. Material on social movements, conflict and changes will be contrasted with structural and institutional analyses to illumi-

nate both the dynamic and stable aspects of social life. J. Lowry.

Section 05S. The emphasis will be on learning to think conceptually about social phenomena. Students will be presented with classic and contemporary theoretical and empirical statements which define the nature and uniqueness of a social level of analysis. Students will be expected to demonstrate prowess at conceptualizing and analyzing social phenomena. A. Sallett.

Sociology 199 Independent Study. Faculty.

Sociology 202S Social Institutions. Analysis of major social institutions in human society. Specific attention will focus on the functions which such institutions perform for individuals and society as a whole. D. Gray.

Sociology 204S Social Stratification. Social causes and consequences of inequalities in the distribution of wealth, income, power and prestige in contemporary and historical societies. Power structures, class conflict, social mobility, class differences in social behavior, etc. Special attention to theories of Marx, Weber, Lanski and the functional school. D. Gilbert.

Sociology 210S Occupations and Professions. Societal roles of occupational group types, of occupational careers, inter-occupational cooperation and competition, and processes of professionalization will be examined. Special attention will be given to areas of discrimination including findings of racial, sexual, marital and age related issues in the work experience. J. Lowry.

Sociology 222F Population Problems. A study of the problems of quality and quantity of population including the theories of population increase and problems of composition, distribution, differential fertility, population pressure and internal migration. Students are expected to understand what the major issues are in various areas, and to formulate tentative positions that they can defend with scientifically valid arguments. Basic data sources, measurements and methods of analysis will be presented and assessed. Prerequisite: One social science course. J. Lowry.

Sociology 291F, S Becoming Deviant. This course examines the social processes associated with the transformation of conforming persons and groups into deviants. The effects of labeling, power and groups as socializing agents, and the contributions of the person to the development of a deviant identity will be emphasized. Students will be presented with theoretical and empirical materials which account for various aspects of the process of becoming deviant. Students will be expected to demonstrate an appreciation of the strengths and weaknesses of these materials and use them as tools to develop their own perspective toward the analysis of deviant be-

havior. Prerequisite: Sociology 101 or consent of the instructor. A. Sallett.

Sociology 299 Independent Study. Faculty.

Sociology 301F Research Methods. The first part of this course will cover the interplay of sociological theories and research techniques. Consideration will also be given to some of the ethical issues raised by social scientific inquiry. The remainder of the course will outline the aspects of research from design to evaluation of a completed report. This will include: Problem formulation (theory, conceptualizing variables, controls, establishing testable hypotheses), sampling, data collection (several techniques with respect to information desired, researcher effects and preparation for analysis), analysis (basic description, summary statistics, testing hypotheses, measures of association), presentation and interpretation (tables, findings, writing a report) and evaluation. Class exercises will accompany all stages of research procedure. These can be based on one term-long project designed and carried out by one student or a research team. Prerequisites: Junior standing and concentration in social science discipline. J. Lowry.

Sociology 302S Sociological Theory. Examination of contemporary theoretical perspectives. Consideration of these perspectives will include their historical origins and development within the sociological discipline. D. Gray.

Sociology 304S Political Sociology. Relationship between social structures and the distribution and exercise of power in contemporary and historical societies. Power elites, class consciousness, voting behavior, mass movements, revolution and related topics. Theories of classical and contemporary political sociologists including Marx, Weber, Pareto, de Tocqueville, Mills, Lipset and Aaron. D. Gilbert.

Sociology 314S The Social Organization of Protest, Reform and Revolution. This course is an effort to explain the structural sources of social movements which seek to bring about social change by employing means which more or less depart from institutionalized political channels. Of particular interest are the processes which transform unorganized persons and groups into a social movement. Finally, the conditions under which such movements succeed or fail will be analyzed. Prerequisite: Sociology 101 or consent of the instructor. A. Sallett. (Offered in alternate years; next given 1976–77.)

Sociology 315F American Social Thought. Examination of the major strands of American thought from Colonial to modern times. "Individualism" as a central American value will be particularly examined. D. Gray.

Sociology 316S American Social Structure. Sociological analysis of the structure of contemporary American society. The transition from agrarian to industrialized society will be examined, including its effects on American social character. D. Gray. (Offered in alternate years; next given 1976–77.)

Sociology 320F Aging and Social Roles. This course explores the new developments in the sociology of aging especially social gerentology. Though there is this emphasis on later life, the entire life cycle will be examined with some attention to cross-national studies. The societal problems related to aging will be given special consideration along with theories of personal adjustment and implications for social policy. J. Lowry.

Sociology 325S Social Control. An analysis of universal techniques of social control. Examination of individual conformity to social norms and values in the interest of social stability and continuity as well as group and/or individual deviance will be undertaken. D. Gray.

Sociology 337F Consciousness, Power and Social Structure. The purpose of this course is to examine social structural entities which more or less determine the schemes of interpretation which persons and groups use to make sense out of everyday experiences. Prerequisite: Sociology 101. A. Sallett.

Sociology 340S Organization, Power and Alienation in Industrial Society. The purpose of this course is to examine some of the implications of a social order dominated by a network of complex organizations. The relationship between complex organization and power and the relationship between the complex organization and the person will be analyzed. Evidence and argument will be presented to evaluate the thesis that complex organizations control the requisites of survival and luxury in industrial society. Moreover, such organizations are inaccessible to ordinary persons and groups, and, consequently, the individual is rapidly losing the ability to control significant features of everyday existence. Prerequisite: Sociology 101, or consent of the instructor. A. Sallett.

Sociology 397F Durkheim, Marx and Weber. The purpose of this course is to examine the contributions Durkheim, Marx and Weber have made to the explanation of the division of labor in modern industrial and post-modern industrial societies. Prerequisite: Sociology 101. A. Sallett.

Sociology 399 Independent Study. Faculty.

Sociology 401F Sociology Seminar. Classic sociological issues. The development of the discipline and its relationship to orientations, issues and debates characteristic of contemporary sociology. This

course is recommended for students concentrating in sociology but is also open to those in other disciplines interested in the current state of sociology and social science. Faculty members of various disciplines will occasionally participate. D. Gray.

Sociology 499 Independent Study. Faculty.

Sociology 500 Senior Project. Faculty.

HAMILTON COURSES

FOR EACH COURSE the numbering indicates its general level and the term in which it is to be offered.

Courses numbered 10–19 are intended for freshmen; 20–29 for sophomores; 30 and above for juniors and seniors. This is not a rigid differentiation.

The term in which the course will be offered is indicated by the letter immediately following the course number: F for Fall Term, W for Winter Term, and S for Spring Term. F, S designates a course offered in both Fall and Spring Terms. The fW notation indicates a course which is offered in the Winter Term for which some early preparation is necessary.

Courses with bracketed numbers will not be offered during 1975–76. Where known, the next time the course will be given is indicated.

One number preceding a course description indicates that the course may be elected for a single term. Most offerings are of this type. Two numbers separated by a hyphen indicate that normally the course will be elected for two terms. For such courses a student may not enter the second term without having taken the first.

A course designated as open to a certain class (e.g., "Open to sophomores") is also open to all higher classes. A course with no statement concerning class eligibility is open to all students.

Unless otherwise stated all courses meet for three 50-minute or two 75-minute periods a week.

Kirkland courses referred to in concentration statements or as prerequisites may be found described among the Kirkland listings beginning on page 29.

Anthropology

13F, S Introduction to Cultural Anthropology. Cross-cultural approaches to the study of social structure, polity, economic behavior, and belief systems. Anthropological methods of analysis of nonliterate, peasant and complex contemporary societies. (Equivalent to K113.) The Department.

21F Traditional Cultures and Societies of Sub-Saharan Africa. An ethnographic survey of the culture areas of Black Africa with emphasis on traditional political organization, social structure, and religion. Analysis of selected ethnographies to illustrate persistent themes in a wide variety of African cultures, ranging from the hunting band to the divine kingdom. Prerequisite, 13 or consent of instructor. Mr. Saltman.

23S Mesoamerican Societies. Indian and mestizo societies in Mexico and Guatemala. Comparative ethnographic studies; pre-Colombian foundations of Mesoamerican culture; post-Colombian processes of change. Prerequisite, 13 or consent of instructor. (Offered in alternate years.) Mr. Jones.

[25S] Caribbean Societies. The cultural heritage of European settlements in the Caribbean, with an emphasis on the West Indies. Systems of slavery, changing forms of plantation society, adaptations in post-emancipation society. Detailed examination of several contemporary Caribbean societies. Prerequisite, 13. (Next offered 1976–77.)

26F Middle Eastern Societies. Survey of the major cultural groups in the Middle East in terms of their economic, kinship, political, and religious institutions. Ethnic groups in Israel and the problem of the absorption of immigrants from different cultures. Problems in anthropology that relate specifically to the Middle East as an ethnographic area. The Middle East conflict as a cultural problem. Prerequisite, 13. Mr. Saltman.

31S Cultural Dynamics. A broad approach to the study of dynamic processes in culture and society. Theories of cultural evolution, social movements, innovation, and modernization. Prerequisite, 13. Mr. Jones.

[34] Culture and Religion. A cross-cultural investigation of the components of religious belief, behavior, and organization. The functions of religion in society and culture; myth and ritual; manipulation and supplication of the supernatural. Types of religious systems. The dynamics of religious processes with an emphasis on syncretism, nativism, and social change. Open to sophomores.

35F Social Organization. An analytical and historical approach to the anthropological study of social structure and organization. Functional analysis, methodology in social anthropology, the comparative study of kinship and marriage, political systems in small scale societies. Intensive comparative analysis of a selection of ethnographies. Recent developments in structural analysis. Prerequisite, 13. Mr. Jones.

36S Ecological Anthropology. The cross-cultural examination of

man's place in the ecosystem. Human ecology (biological and sociological), cultural ecology, cybernetics, theories of general and specific cultural evolution. Integrative ecological models of subsistence systems, technology, population, human conflict, social structure, and ideology. Archaeological, historical, and ethnographic methods of analysis. Prerequisite, 35. (Same as K366.) Mr. Jones.

38W-39S Ethnographic Field Methods. During Winter term, intensive training in formulating and carrying out anthropological field research. Preparation of research proposals. During Spring term, supervised independent field projects in nearby rural and urban communities. Analysis of data in final papers. Frequent seminar meetings. Prerequisite, 35. 39 may not be taken as a separate course. Mr. Saltman.

41F The Anthropology of Law. A comparative study of legal systems in different cultures. Problems of definition. Conceptual frameworks of analysis to explain legal problems in a cross-cultural perspective. Natural and Positive Law. Primitive jurisprudence. The analysis of field case studies. Prerequisite, 35. Mr. Saltman.

[49F] Theory in Anthropology. An analysis of various conceptual approaches to anthropological method and theory. Prerequisite, 35. (Same as K490.) (Next offered 1976–77.)

50F, S Senior Program. A project limited to senior concentrators in Anthropology, resulting in a thesis supervised by a member of the department. Required for departmental Honors. Prerequisite, 49. (Same as K500.)

Art

11F-12S Basic Drawing, Painting, and Sculpture. Discussions and demonstrations of the methods and materials employed by professional artists coordinated with the individual student's work. Nine studio hours a week. Sculpture included in 12 only. 12 may not be taken as a separate course without the consent of the instructor. Mr. Penney.

[13F] Introduction to the History of Art. The role of works of art in the intellectual history of man. Readings on the broad historical background; class discussion on representative examples from various cultures in an effort to gain fluency in reading and comprehending visual forms. (Next offered 1976–77.)

21F-22S Advanced Painting and Drawing. Figure, landscape, and still life painting and drawing in various modes. Special projects assigned and individual development encouraged. Nine studio hours a week. Prerequisite, 11-12 or consent of the instructor. Mr. Penney.

24S History of Landscape Architecture. A comprehensive survey

of man-made environments from the beginnings of landscape architecture in the ancient Near East to the public parks and parkways of the present; an examination of stylistic trends in landscape architecture as reflections of man's changing conception of his relationship to the material world. Excursions to various sites in the vicinity of Clinton during the latter part of the term. Mr. Wright.

25F Art in the Ancient Near East and Aegean. The art of Egypt, Mesopotamia, Crete, and Greece in relationship to the philosophical, religious, literary, and political concepts of the times. Mr. Wright.

27F Roman Art East and West. The cultural continuity of Roman art through the Republican and Imperial phases, with Early Christian art and the art of the East Roman Empire (Byzantium) seen as an integral part of the development. Mr. Wright.

28S Medieval Art in the West. From the cultural awakening of the Hiberno-Saxon nations in the seventh century through the Carolingian, Ottonian, Romanesque, and Gothic periods. Mr. Wright.

29W The Architecture of Totalitarianism. The character and role of architecture and its relationship to government policy in Germany, Italy, and the Soviet Union between the world wars. Miss Henry.

31F The Italian Renaissance. The stylistic development of Renaissance art in Italy from its roots in the fourteenth century to its Mannerist phase in the sixteenth century. Mr. Wright.

32S Studies in Renaissance Art. The intellectual background of the visual arts of the Renaissance, with emphasis on the influence of humanism, philosophy, mythology, and theology in their relationship to artistic theory and practice. Insofar as possible original sources read and discussed. Prerequisite, 31. Mr. Wright.

[33F-34S] European Baroque Art. The generation of the Baroque in Rome, its dissemination throughout Europe, and its Rococo transformation. The Baroque synthesis as a cultural phenomenon in the Age of Expansion. Prerequisite, 13, or Art History K101-102. 34 may not be taken as a separate course. (Next offered 1976–77.)

[35F-36S] Modern Architecture, 1750 to the Present. First semester, the origins of an essentially modern attitude towards architecture during the late eighteenth century and its development in the nineteenth century. Second semester, the architecture of the last one hundred years. 36 may not be taken as a separate course. (Next offered 1976–77.)

37F Painting and Sculpture, 1750 to the Present. Analyses of the style, subject matter, and content of particular works of art, and a discussion of their relationship to the intellectual, political, industrial, economic, social, and sexual revolutions of the past two hundred years. Miss Henry.

38S Islamic Art. The Near and Middle Eastern origins, the classical inheritance, and the eastern and western diffusion of Islamic culture. Prerequisite, 13, or Art History K101-102. Mr. Carter.

49F, S Seminar in Special Topics. An examination of a single limited area through readings, discussion, and written and oral presentations. Fall term topic, nineteenth century sculpture; spring term topic, architecture and the allied arts from 1750 to the present with special emphasis on interior design, furniture, and other decorative arts. Miss Henry, Mr. Carter.

50S Senior Tutorial. Designed for students prepared to do independent work at an advanced level. Studio concentrators to prepare for a senior exhibition; history concentrators to prepare for a comprehensive examination. Required of seniors concentrating in Art; open to others with consent of the department. Messrs. Carter and Penney.

Chemistry

10W Introduction to Chemistry. An introduction to chemical principles with emphasis on application to selected topics of general interest, such as air and water pollution, the chemical role of petroleum in our society, natural and synthetic giant molecules. Not open to students who have had previous work in college chemistry. The Department.

11F General Chemistry. An introductory study of fundamental concepts and principles of chemistry with selected applications. The laboratory emphasizes quantitative measurement and analysis. Three hours of class and three hours of laboratory. Credit not allowed for both 11 and 15. Mr. Yourtee.

12S General Chemistry. A further study of fundamental principles and applications. The laboratory includes an introduction to inorganic qualitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 11 or 15. Mr. Yourtee.

13W Ecochemistry. Special topics in the relationship between chemical factors in the environment and human activities. In 1975–76 emphasis on water systems. Student seminars, field projects and laboratory work. Prerequisite, one course in Chemistry or consent of the instructor. Messrs. Cratty and Denney.

15F Chemical Principles. A study of selected chemical principles and an introduction to quantitative analysis. Recommended for students with better than average preparation in chemistry. Three hours of class and three hours of laboratory. Prerequisite, consent of the Department. Credit not allowed for both 11 and 15. Mr. Cratty.

16S Introductory Physical Chemistry. An introduction to ther-

modynamics, chemical kinetics, electrochemistry and the chemical bond. The laboratory includes the application of physicochemical principles in quantitative analysis. Three hours of class and three hours of laboratory. Prerequisite, 15 or 12, or 11 and the consent of the instructor. Mr. Cratty.

23F-24S Organic Chemistry. The extension of chemical principles to the chemistry of carbon compounds, stressing their structure and reactivity. Three hours of class and four hours of laboratory. Prerequisite, 12 or 16. 24 may not be taken as a separate course. Mr. Magyar.

33F-34S Physical Chemistry. A study of the laws governing the behavior of physicochemical systems and the theories and models proposed to explain them. Three hours of class and three hours of laboratory. Prerequisites, 16, Physics 11-12 or 13-14, and Mathematics 21 (or 14 or 15 and consent of the instructor). 34 may not be taken as a separate course. Mr. Denney.

33aF-34aS Same course as 33-34 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Denney.

37F Chemistry of Natural Products. The structure, synthesis and biosynthesis of natural products. Examples drawn from terpenes, steroids, acetogens, alkaloids, fungal metabolites and polycyclic pyrrole pigments. The laboratory involves the isolation, identification and synthesis of naturally occurring substances. Three hours of class and three hours of laboratory. Prerequisite, 23-24. Mr. Magyar.

37aF Same course as 37 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Magyar.

38S Physical Organic Chemistry. An examination of a variety of reaction mechanisms and their quantitative aspects; an introduction to molecular orbital methods as applied to reaction mechanisms. The laboratory involves advanced organic synthetic methods. Three hours of class and three hours of laboratory. Prerequisites, 23-24 and 16. Messrs. Kinnel and Magyar.

41F Chemical Instrumentation. A study of the principles of instrumentation and their application to the characterization of chemical systems. Two hours of class and four hours of laboratory. Prerequisite, 33-34. Mr. Denney.

42S Inorganic Chemistry. A consideration of theories of chemical bonding, modern coordination chemistry, and related subjects. Laboratory work includes inorganic preparative techniques and the study of properties of selected compounds. Three hours of class and three hours of laboratory. Prerequisite, 33-34. 34 may be taken concurrently. Mr. Cratty.

42aS Same course as 42 but without laboratory. Not acceptable for a concentration in Chemistry. Mr. Cratty.

Classics

GREEK

11F Elementary Greek. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Miss Warrior.

12S Elementary Greek. Further introductory work in syntax. Reading and translation of easy passages from various prose authors. Prerequisite, 11. Miss Warrior.

21F Intermediate Greek. Selections from Homer's *Iliad* or *Odyssey.* Introduction to the history of Greek literature. Prerequisite, 12. Miss Warrior.

31F Greek History. Thucydides, *The Peloponnesian War,* and other later writers. Prerequisite, 21. (Offered every third year.) Miss Warrior.

32S Greek History. Herodotus, *The Persian War.* Discussion of the development of historical writing in Greece. Prerequisite, 21. (Offered every third year.) Miss Warrior.

[33F] Greek Philosophy: Pre-Socratics and Plato. Readings in pre-Socratic philosophy and selected Platonic dialogues. Studies in the development of philosophical enquiry in Greece. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[34S] Greek Philosophy: Aristotle and Later Philosophy. Selections from Aristotle, *Nicomachean Ethics.* Collateral readings in other works of Aristotle in translation. Reference to Stoic and Epicurean developments. Questions of Aristotle's relation to Plato's Academy and his influence on later Greek thinkers. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[35F] Greek Drama: Tragedy. Study of the Greek texts of such tragedies as Aeschylus, *Agamemnon,* and Sophocles, *Oedipus Tyrannus.* Collateral reading of other plays in translation. Comparison of modern dramatists' handling of classical themes. Prerequisite, 21. (Offered every third year; next offered 1977–78.)

[36S] Greek Drama: Comedy. Study of Aristophanic comedy, including *Clouds* and *Wasps,* in terms of literary genre and as commentary on contemporary Greek society. Prerequisite, 21. (Offered every third year; next offered 1977–78.)

LATIN

11F Elementary Latin. Thorough grounding in grammatical forms and syntax. Written and oral exercises. Mr. Cunningham.

12S Elementary Latin. Further introductory work in syntax. Reading and translation from various prose authors. Prerequisite, 11. Mr. Cunningham.

21F Intermediate Latin. Selections from Catullus and Ovid. Introduction to the history of Latin literature. Prerequisite, 12. Mr. Cunningham.

[31F] Roman Philosophy. Selections from Lucretius, *De Rerum Natura,* and Cicero, *De Officiis,* to be studied as illustrations of Roman Epicureanism and Stoicism. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[32S] Roman Satire. Satire as a uniquely Roman literary genre using selections from Juvenal and Horace. Influence on subsequent literature. Prerequisite, 21. (Offered every third year; next offered 1976–77.)

[33F] Roman Epic. Studies in development of the epic as a literary genre in Rome and the transmission of this tradition to the West, using selections from Virgil, *Aeneid,* and Lucan, *Pharsalia.* Prerequisite, 21. (Offered every third year; next offered 1977–78.)

[34S] Roman History. Studies in the historiography of Rome, with readings from Livy, *Ab Urbe Condita,* and Tacitus, *Annales.* Prerequisite, 21. (Offered every third year; next offered 1977–78.)

35F Roman Drama. Readings from Plautus, *Menaechmi,* and Seneca, *Medea.* Collateral reading of other plays in translation. Relation of Roman drama to Greek models. Prerequisite, 21. (Offered every third year.) Mr. Cunningham.

36S Roman Rhetoric. Emphasis on pervasive role of rhetoric in education and literature of Rome using Cicero, *Brutus,* Tacitus, *Dialogus* and selections from Quintilian, *Institutio Oratoria.* Prerequisite, 21. (Offered every third year.) Mr. Cunningham.

CLASSICAL CIVILIZATION

13F Aspects of Greek Society. Emphasis on the social structure of Greece with special reference to the position of women and slaves. Ancient sources studied: Homer, Greek Tragedians, Attic Orators and Historians. Miss Warrior.

14S Greece in the 5th Century. An examination of the political, artistic, literary and philosophic aspects. Evidence of archaeology and epigraphy. (Offered in alternate years.) Miss Warrior.

[21S] Age of the Homeric Poems. A study of the *Iliad* and *Odyssey,* the Homeric problem, the evidence to substantiate the existence of the "Homeric World" and the place of the Homeric poems in the subsequent Greek and Roman civilization. Open to sophomores. (Next offered 1976–77.)

[32F] Roman Republic. Lectures and discussions; readings and

assigned papers. The nature of Roman society in the period 225-44 B.C. with special consideration paid to the practice of politics; the rise of political factions; economic and financial arrangements with special reference to the emergence of an organized class of entrepreneurs, the *Ordo Equester.* Stoicism and Epicureanism in Rome. Open to juniors. (Next offered 1976–77.)

34F The Ancient Historians and Their Theories of History. Readings in Herodotus, Thucydides, Livy, and Tacitus and the biographers Plutarch and Suetonius. Lectures on the development of historiography, its relationship to philosophy, politics, literature and science, and the problem of fact and interpretation. Open to juniors. Mr. Cunningham.

35S Roman Law and Constitutional History. Introduction to Roman Law primarily from the period of the Roman Empire from Augustus to Justinian. Special attention to constitutional developments. Open to juniors. (Offered in alternate years.) Mr. Cunningham.

[43S] Problems in Roman Imperial History. Topics including the role of the army in the state, questions of administration and social organization (e.g., progressive stratification of Roman life), religious-philosophical developments. Open to juniors. (Next offered 1976–77.)

50S Senior Seminar. Limited to senior concentrators. Topics for the individual student. Mr. Cunningham.

Economics

10F-11S Introduction to Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Market processes, national income determination, money, models of the firm, and international trade. Selected applications. Emphasis on macroeconomics in 10 and on microeconomics in 11. The Department.

15F Industrial Relations. An interdisciplinary study of problems emerging from the employer-employee relationship. Union history, structure, and government. Collective bargaining and the role of the government in labor matters. Theories of labor movements and an examination of the American labor movement from a comparative perspective. Special attention to contemporary problems such as strikes in the public sector. Mr. Jones.

16W Economics of Pollution. An analysis of the general economic problems of pollution and the relationship of pollution to common property as the primary cause of failure of market mechanisms. A

critical survey of the tools available to the policy maker to correct for market failure. Mr. Falvey.

20S The Political Economy of American Poverty. Historical and institutional causes of poverty in an affluent society with special reference to the poor of African ethnic origin. Evaluation of liberal reforms, riots, forced income distribution, revolutionary change, and Black capitalism, in an attempt to find alternatives for the future. Prerequisite, 10-11. Ms. Lubega.

21F Applied Statistics. An introductory discussion of statistical techniques used in the analysis of business and economic data. Descriptive statistics, probability theory, statistical inference, regression, and correlation. Laboratory work. Prerequisite, 10-11. (Credit will not be granted for both Economics 21 and Mathematics 23 or Psychology 21.) Mr. Mead.

[22S] Methods of Quantitative Research. A study of the application of statistical procedures in economic and econometric research. Emphasis on methods of correlation and regression analysis used to estimate social parameters. Prerequisite, 21. (Next offered 1976–77.)

23F Accounting. An elementary study of how the financial transactions of a business firm are usefully classified, analyzed, recorded, and interpreted. Emphasis on the theory and function of accounting, with bookkeeping techniques introduced as a means to this end. Mr. Wertimer.

24S Corporation Finance. Forms of business organization with predominant emphasis on the modern corporation, its nature and financial problems. A required one-day field trip to New York City. Mr. Falvey.

25S Industrial Organization and Public Control of Business. The structure, conduct and performance of American industry; the application and interpretation of the anti-trust laws; detailed study of selected current problems of intervention. Prerequisite, 10-11. Mr. Falvey.

[27S] Comparative Economic Systems. Comparisons between market and planned systems, with special reference to managed capitalism and democratic socialism. Selected topics and current issues. Prerequisite, 10-11.

28F Economic Modernization in Africa. Historical and institutional causes of African underdevelopment rooted in the slave trade and the colonial division of labor. Analysis of the present state of African underdevelopment. Evaluation of economic theories and policies applied to African economies in the 1960's, with case studies. Alternative paths for future development illustrated with new

experiments from a few African countries. Prerequisite, 10-11. Ms. Lubega.

[29] European Economic History. Economic history of Europe from 1000 A.D. to the twentieth century. The medieval and early modern economies, Marxist and non-Marxist explanations of the industrial revolution, the characteristics and consequences of industrialization in Britain, Germany and France, the relative decline of Britain, the depression of the 1930's. Prerequisite, 10-11. Open to sophomores.

30W Approaches to Political Economy. An examination of methodologies used by economists including neo-classical, institutional and Marxist. Application to problems including growth, education, the capital controversy and the role of the state. The writings of Veblen, Friedman, Samuelson, Galbraith, and the "New Left." Prerequisite, 10-11. Mr. Jones.

31F Macroeconomic Theory. National income accounting; theories of income determination; theories of consumption, investment and the demand for money; unemployment and inflation; theories of economic growth. Prerequisite, 10-11. Mr. Jones.

32S Microeconomic Theory. Applications of supply and demand analysis. Theory of consumer behavior. Theories of the firm and market structures. Theory of resource pricing and allocation. General equilibrium. Prerequisite, 10-11. Ms. Lubega.

33F International Economics. The theoretical basis of international trade and the relationship between trade and the national economy. Tariffs, customs unions, exchange rates, international monetary problems and the mechanisms of adjustment. Prerequisite, 10-11. Ms. Lubega.

34S Economic Development. Principal issues of economic growth and development in low-income countries. Growth models. Historical theories of growth. The role of trade. Development planning and investment allocation criteria. Prerequisite, 10-11. Ms. Lubega.

35F Money and Banking. The monetary aspects of the modern economy, with special reference to the organization of banking in the United States and to the theory of money. A required one-day field trip to New York City. Prerequisite, 10-11. Mr. Falvey.

36S Public Finance. A study of government spending, taxing and borrowing, with emphasis upon their economic effects. Prerequisite, 10-11. Mr. Mead.

37F Economic Analysis of Urban Areas. The location, size and growth of cities. The theory of income distribution applied to urban Black poverty. Location theory and the spatial distribution of activity

within the city. Analyses of selected urban problems and proposed solutions. Prerequisite, 10-11. Mr. Mead.

[38] The Chinese Economy. Historical, institutional, and topical study of the Chinese economy, concentrating on the period after 1949. Problems of population and resource base, alternative approaches to development, Chinese agriculture and industry, price formation and planning, trade and distribution, foreign trade and aid, communes, current themes and models, some writings by Mao Tse-tung. Prerequisite, 10-11.

39S Labor Economics. An economic analysis of labor market topics including trade unions, minimum wage legislation, unemployment, wage structure, labor mobility, human capital, and labor's share of the national income. Prerequisite, 10-11. Mr. Jones.

40W Survey of Economics. A study of the fundamental concepts and theories used to analyze the economic problems faced by society and the means by which they may be solved. Emphasis on theory rather than description. (Not open to those who have taken 10.) Open to juniors. Mr. Mead.

[42S] History of Economic Thought. A review of economic theory from the time of the early Greeks to the present. Prerequisite, 10-11. (Next offered 1976–77.)

Education

21F, 22S Foundations of Education. First term: Historical, Philosophical. Second term: Sociological, Comparative. An historical comparative study of the major tendencies and characteristics of society as they affect education and are affected by educational ideals and the structure of educational systems, with special emphasis upon problems of education in a free society. Examination of contemporary controversial issues. Education 22 is a continuation of 21, but may be elected separately. Mr. Hunt.

31F, S Educational Psychology. The psychological basis of educational theory and practice; the study of the psychology of adolescence, with special emphasis on the learning problems of adolescents in school; the theory of educational measurements and evaluation; elementary statistical methods. Mr. Hunt.

32F, fW, [S] Special Methods. Intensive and independent study by each member of the class of the problems in teaching his particular subject or subjects. Examination of classroom leadership, motivation, testing, discipline, teacher-pupil relationships, materials of instruction. Prerequisite, one course in Education or consent of the instructor. (32F offered each year; 32fW alternates with 32S; 32S next offered 1976–77.) Mr. Hunt.

33 & 34F, S Secondary School Methods and Materials; Observation and Student Teaching. A detailed study of general secondary school methods, materials, and classroom techniques. Assignment to a nearby secondary school for ten weeks at the beginning of the term to observe experienced teachers, to teach under their supervision, and to participate in the school-community life. Half-time attendance at the school during the school day, and conferences with the instructor, the supervising and cooperating teachers, and other student teachers required. Seminars during the remainder of the term to discuss theoretical and practical aspects of lesson planning, evaluation, teaching technologies, teacher-community relationships, teacher-student relationships, and teacher organizations. Enrollment limited. Education 33 and 34 are taken concurrently. Prerequisite, one course in education, recommendation of department of student's area of teaching, and consent of instructor. Mr. Hunt and Ms. Hughes.

English

10W The London Theater. Study of the current theatrical scene in London through attendance at a broad selection of productions and through discussions, lectures, and critical writing periodically evaluated. Applicable towards a concentration in Theater and Drama but not towards one in English. Extra cost. Mr. Barrett.

11F-12W, S Introductory College English. Instruction in writing through discussions, tutorials, and individual conferences. Frequent essays of various lengths written both inside and outside of class. Readings in modern and ancient literature, with emphasis in 12 on epic and dramatic work translated from Greek and Latin. Enrollment in 12W limited to two sections of 12 each. Open only to Hamilton freshmen and sophomores. The Department.

14F, S Introduction to English Literature. Study and analysis of texts selected from representative authors from the beginnings to 1800. Emphasis upon Chaucer, Spenser, Shakespeare (the sonnets), Donne, Milton, Swift, and Pope. Essays required. Prerequisite, 11 with a grade of C minus, or its equivalent. (Same as Kirkland Literature 140.) The Department.

15W Modern British Drama. An historical survey from 1890 to the present, including works by Wilde, Shaw, Yeats, Synge, O'Casey, Eliot, and Pinter. Prerequisite, 14. Enrollment limited to 20. Mr. Wagner.

16W The Plays of Christopher Marlowe. A close reading of the plays, with some attention to Marlowe's other works. Prerequisite, 14. Open to sophomores. Mr. Rigsbee.

17W The Divine Comedy. A study of Dante's *Divine Comedy* (in the Ciardi translation), with emphasis on the intellectual background

of the work. May not be taken as part of the concentration in English. Prerequisite, 14. Mr. Kaufmann.

18W The Discontented Woman in Nineteenth Century Fiction. Problems of women in the nineteenth century as perceived through representative novels of the period. Readings in works by such authors as Austen, Flaubert, Chopin, James, and Dreiser. Prerequisite, 14. Ms. Stoller.

20S The Eighteenth Century Novel. An examination of the growth of the novel in the eighteenth century. Readings in works by such authors as Defoe, Richardson, Fielding, Smollett, Sterne, Burney, and Austen. Prerequisite, 14. Ms. Stoller.

22S Poetry and the Novel Since 1800. Study of main trends in nineteenth century and early twentieth century poetry and the novel through analysis of representative works by Wordsworth, Shelley, Byron, Dickens, Thackeray, Meredith, and Joyce. Prerequisite, 14. Not open to seniors. Mr. Gordon.

23S The "Gothic" Tradition in English and American Literature. "Medievalism," horror, "the sublime," mystery, the supernatural, the perverse. Readings in works by such authors as M. G. "Monk" Lewis, Byron, Poe, Emily Brontë, Hawthorne, and Faulkner. Prerequisite, 14. Not open to seniors. Mr. Briggs.

25F Restoration and Eighteenth Century Drama. Works by representative playwrights from Dryden and Congreve to Goldsmith and Sheridan. Prerequisite, 14. Mr. Wagner.

26F Introduction to the Reading of Poetic Texts. The study of the relevance of formal conventions to poetic expression. Traditional genres; versification (meter, rhyme, stanza, etc.); exercises in explication. Prerequisite, 14. Mr. Marki.

27F Old English. An introduction to the language and literature of England before the Norman Conquest. Study based upon Old English readers, accompanied by lectures on the history, structure, and vocabulary of the English language. Prerequisite, 14. (Offered in alternate years.) Mr. Kaufmann.

28S Chaucer. Reading of *The Canterbury Tales, Troilus and Criseyde,* and some minor poems. Prerequisite, 14. Mr. Kaufmann.

[29F] Middle English Literature, 1300–1500. Chaucer's contemporaries and followers, including *Sir Gawain and the Green Knight, Piers Plowman, Kingis Quair,* Henryson's *Testament of Cresseid,* and Malory's *Morte D'Arthur.* Examining a wide range of medieval genres: romance, dream vision, love allegory, lyric, and drama. Prerequisite, 14. (Next offered 1976–77.)

30S Milton. Reading of all the major poems, including *Comus, Paradise Regained, Samson Agonistes,* and an intensive study of *Paradise Lost.* Particular attention to the ways Milton modifies previous literary forms. Prerequisite, 14. Open to sophomores. Mr. Roth.

31F Nineteenth Century American Literature. The study of representative works by Thoreau, Hawthorne, Melville, Whitman, Mark Twain, and others. Prerequisite, 14. Open to sophomores. Mr. Marki.

32S Twentieth Century American Literature. Readings in poetry and fiction written primarily during the first half of the century. Special attention paid to works by James, Hemingway, Faulkner, Pound, Frost, T. S. Eliot, and Stevens. Prerequisite, 14. Open to sophomores. Mr. Wagner.

33F The Early Renaissance. Study of developments in sixteenth century poetry, prose, and drama and their interconnections. Concentration on the works of Spenser, Sidney, Shakespeare, and Marlowe, as well as an intensive study of the first book of *The Faerie Queene.* Prerequisite, 14. Open to sophomores. Mr. Roth.

34S The Late Renaissance. Readings of representative works in poetry, prose, and drama of the seventeenth century before 1660. Major emphasis on Donne, Jonson, Herbert, Marvell, and Sir Thomas Browne. Prerequisite, 14. Open to sophomores. Mr. Roth.

35F English Literature: 1660–1744. A study of major works in prose and verse of the Restoration and early eighteenth century, emphasizing the writings of Dryden, Swift, Pope, and Addison and Steele. Prerequisite, 14. Open to sophomores. Mr. O'Neill.

[36S] English Literature: 1745–1800. A study of major works in prose and verse of the late eighteenth century, emphasizing the novelists, particularly Richardson, Fielding, and Austen; and Johnson and Boswell. Prerequisite, 14. Open to sophomores. (Next offered 1976–77.)

37F English Romantic Poetry. Study of the art and thought of the major English Romantic poets, including Blake, Coleridge, Wordsworth, Keats, and Shelley. Prerequisite, 14. Open to sophomores. Mr. Lindley.

38S English Victorian Literature. Study of representative works of important literary artists of the Victorian period, including Carlyle, Tennyson, Dickens, Browning, George Eliot, and Arnold. Prerequisite, 14. Open to sophomores. Mr. Lindley.

39F-40S Twentieth Century British Literature. Readings in English and Irish literature from the turn of the century to the present with particular attention to the works of Yeats, Conrad, Joyce, Lawrence,

and T. S. Eliot. Prerequisite, 14. 40 may not be taken as a separate course. Open to juniors. Mr. Briggs.

41F Expository Writing. The theory of exposition; constant practice in writing clear and logical expository prose. Study of selected specimens of exposition. Prerequisite, 11 or its equivalent. Enrollment limited to two sections of 12 each. Open to juniors. Messrs. Lindley and O'Neill.

42S The Writing of Fiction. A workshop approach to writing fiction. Student work to be submitted regularly for criticism from the class and the instructor. Prerequisite, 11 or its equivalent, and the consent of the instructor. Mr. Rigsbee.

43F-44S Elizabethan and Jacobean Drama. Readings in English plays from the beginnings, to the closing of the theatres in 1642, with particular attention to Shakespeare. Prerequisite, 14. 44 may not be taken as a separate course. Open to juniors. Mr. Barrett.

45F Studies in American Authors. In 1975–76, the study of William Faulkner and his Southern contemporaries (Flannery O'Connor, Robert Penn Warren, Eudora Welty, Katherine Anne Porter). In 1976–77, the study of Melville and Whitman. Prerequisite, 14. Open to sophomores. Mr. Wagner.

46S Studies in American Drama, Fiction, and Poetry. In 1975–76, readings in twentieth century poetry: Pound, W. C. Williams, Roethke, Lowell, Ginsberg, Creeley. In 1976–77, an historical survey of American drama, with emphasis on O'Neill, Tennessee Williams, Miller, and Albee. Prerequisite, 14. Open to sophomores. Mr. Marki.

48F The Writing of Poetry. A workshop approach to writing poetry. Student poems to be submitted regularly for criticism from the class and the instructor. Prerequisite, 11 or its equivalent, and the consent of the instructor. Mr. Rigsbee.

49S Criticism. Selected readings in literary theory with emphasis on critics of this century. A long essay showing the student's progress in developing his own critical methods required. Individual and group consultation. Prerequisite, 14. Open to seniors, and to others with consent of the instructor. Mr. Marki.

Environmental Studies

[12S] Earth Resources. An introductory course on the geologic occurrence and origin of the world's major sources of metals, nonmetals, fuels, and water supplies, with emphasis on the distribution of reserves, geographic patterns and rates of consumption, and exhaustibility. Laboratory exercises and mine trips. (Next offered 1976–77.)

29F Man and the Environment. A consideration of the ecological

problems of modern man. The application of ecological principles and concepts in the study of man's deteriorating environment. Open to sophomores. Mr. McManus.

Geology

11F Principles of Geology. An introduction to the nature and origin of minerals, rocks, structures, landforms, and the geologic time scale leading to the study of earthquakes, internal structure and origin of the earth, and plate tectonics. Two lectures, one discussion section, and either a three-hour laboratory or local field exercise. All-day field trip. Mr. Potter.

12S Historical Geology. The history of the earth and its life as interpreted from the rocks of the crust and the fossils they contain. Regional geology and the principles of evolution emphasized as the bases for the interpretation of geologic history. Three class periods and three hours of laboratory or field exercises. All-day field trip. Prerequisite, 11. Mr. Raymond.

21F Geomorphology. The study of the origin of landforms, and their relation to rock type, structure, erosional and depositional process, and to climate. Field and classroom study of environmental problems as these relate to landforms and to geomorphic processes. The principles to be illustrated by topographic maps and airphoto interpretation of areas from the various physiographic provinces of North America. Three hours of class and three hours of laboratory or field study, with one extended field trip. Prerequisite, 11. Mr. Hawley.

[23F-24S] Structural and Field Geology. A study of primary and tectonic rock structures, and the principles of deformation of the earth's crust. Study of field methods and their application in geologic surveying. Three hours of class and three hours of laboratory or field exercises, plus at least two weekend field trips. Prerequisite, 12. (Alternates with 33, 34. Next offered 1976–77.)

[25F] Mineralogy. Introduction to crystallography, crystal chemistry, and the origin of minerals. Identification of minerals by physical, spectrochemical, and X-ray diffraction techniques. Three hours of class and three hours of laboratory. Field trips. Prerequisite, previous or concurrent election of Chemistry 11-12 or consent of instructor. (Alternates with 31. Next offered 1976–77.)

[26S] Mineralogy. Introduction to silicates and other rock-forming minerals. Theory and techniques of optical mineralogy. Three hours of class and three hours of laboratory. Field trip to Ontario. Forms a continuum with 25, but may be elected without 25 with consent of instructor. Prerequisite, previous or concurrent election of Chemistry 11-12 or consent of instructor. (Alternates with 32. Next offered 1976–77.)

28S Glacial Geology. Origins of glacial climates, nature and movement of glaciers, glacial erosion and deposition. Three hours of class and three hours of laboratory or field study. Prerequisite, 11. (Alternates with Env. St. 12.) Mr. Potter.

31F Igneous Petrology. A study of the chemistry, mineralogy and origin of igneous rocks in the light of experimental data and field occurrence. Three hours of class and three hours of laboratory. Weekend field trip to New England. Prerequisite, 26 or 11 and consent of instructor. (Alternates with 25.) Mr. Potter.

32S Sedimentary and Metamorphic Petrology. The chemistry, mineralogy, and origin of sedimentary and metamorphic rocks in the light of experimental data and field occurrence. Meetings and prerequisites same as 31. Weekend field trip to New England. May be elected without 31. (Alternates with 26.) Mr. Potter.

33F Stratigraphy and Sedimentation. The principles of stratigraphy and interpretation of environments of deposition, and paleogeography, developed from class, field, and laboratory study of sedimentary rocks. Three class periods and a field or laboratory exercise each week. One extended field trip to the Hudson Valley region. Prerequisite, 12. (Alternates with 23.) Mr. Hawley.

34S Invertebrate Paleontology and Biostratigraphy. The classification, evolutionary relationships, and history of invertebrate fossils. Field study of fossils and the rocks in which they are found, as indicators of depositional environments and geologic age. Three class periods and a field or laboratory exercise each week. Prerequisite, 12. 33 is strongly recommended. (Alternates with 24.) Mr. Raymond.

35W Field Mapping, West Texas. Introduction to principles and practice of geologic mapping using aerial photographs as base map. Headquarters at Sul Ross State University, Alpine, Texas, and daily travel to structurally complex field area in Marathon Basin; inclusion of igneous problem if time and weather permit. Extra cost. Minimum enrollment 5; maximum 12. Prerequisite, 11. (Alternates with 36W.) Mr. Potter.

[36W] Field Study in West Texas and Southern New Mexico. A study of regional geology, with emphasis on field evidence for, and interpretation of, geologic history; economic geology (especially petroleum), arid geomorphology, and development of karst topography (Carlsbad Caverns). Occasional camping. Extra cost. Minimum enrollment 5; maximum, 12. Prerequisite, 11. (Alternates with 35W. Next offered 1976–77.)

50S Senior Seminar. Study and group discussion of topics related to the nature and evolution of the earth, including seismic evidence for

internal structure, gravity and isostasy, heat flow, paleomagnetism, structures of the ocean basins and continents, plate tectonics. Other topics selected by students. Student presentations required at each weekly meeting. Prerequisite, 11 and 12, and either 23-24 or 31 and 32, or consent of Department. The Department.

German

11F-12S German for Beginners. Study of grammar and syntax. Practice in understanding, speaking, reading and writing. Four hours of class and laboratory work. The Department.

[11 & 12] Intensive Course for Beginners. Covers the work of two normal terms of introductory German in one term. Eight hours of class plus laboratory. Carries two courses' credits.

13F, S Introductory German. Review of grammar and syntax through oral and written work and language laboratory exercises. Four hours of class and laboratory work. Prerequisite, 12. Mr. Browning, Ms. Weiss.

15S Practice in Translation. Group exercises on passages selected from various fields, individual projects chosen by students. Prerequisite, 13. Mr. Browning.

21F, 22S Introduction to Literature. Study of major writers and literary movements viewed against their respective social and political backgrounds. Approximate coverage: 21, medieval poets to Goethe *(Urfaust);* 22, romantic writers to Thomas Mann. Prerequisite, 13. Ms. Weiss.

23F-24S Conversation and Composition. Practice in speaking and understanding German on a conversational level. Compositions and oral reports. Prerequisite, 13. (24 may be taken as a separate course only with the permission of the Department.) Mr. Liedke.

32F The German Drama of the Nineteenth and Twentieth Centuries. Reading and analysis of important works of the German stage. Discussion in oral and written form. Prerequisite, 13. Mr. Liedke.

33W The German Theater. Study of major and minor dramatic genres with emphasis on theatrical production as a determinant of style and form. Production of several short-form plays chosen from, among others, *Hörspiele, Einakter,* and *Fastnachtspiele.* Prerequisite, 13. Ms. Weiss.

[34] The Nobel Laureates of German Literature. The works of Heinrich Böll, Gerhart Hauptmann, Hermann Hesse, Thomas Mann and Nelly Sachs evaluated in comparison with those of other prominent contemporaries such as Franz Kafka, R. M. Rilke, and Heinrich Mann. Prerequisite, 21.

[35] German Non-fiction. Study of literary aspects of the writings of German philosophers, historians, scientists and journalists. Selected writings by such figures as Kant, Nietzsche, Ranke, Burkhardt, Ricarda Huch, von Frisch and Konrad Lorenz. Prerequisite, 21. (Next offered 1976–77.)

36S German Reformation and Baroque Literature. Readings selected from among such authors as Luther, Hutten, Hans Sachs, Grimmelshausen, Reuter and the 17th Century poets, with particular emphasis on the development of German as a literary medium. Prerequisite, 21. Mr. Browning.

[40] German Romanticism. Study of the origins, literary expressions, and impact of the Romantic Movement in Germany. Prerequisite, 21. (Next offered 1976–77.)

41F Goethe. Readings from Goethe's works with particular attention to *Faust, Werther,* and the lyric poetry. Prerequisite, 21. Mr. Browning.

[43] German Poetry. Critical study and interpretation of German poetry. Prerequisite, 21. (Next offered 1976–77.)

44S Contemporary German Literature. Readings in the literature of Austria, Germany and Switzerland and in the works of the writers in exile since World War II. Prerequisite, 21. Mr. Liedke.

50F, S Senior Program. Study of a major topic of German literature or criticism. Open to seniors and required of concentrators. Prerequisite, 21. Ms. Weiss.

GERMAN LITERATURE IN TRANSLATION

[16S] Trends in German Literature. Selected prose and poetry in translation of leading ideological trends in German writing from the 13th to the 19th century. (Next offered 1976–77.)

Government

10W Political Corruption. A theoretical analysis of corruption. The study of corruption as an introduction to political analysis. The meaning of corruption; corruption as a problem of political development; corruption as a pathological condition; functional aspects of corruption. Not open to juniors and seniors without the consent of instructor. Enrollment limited to 20. Mr. Suttmeier.

12F Comparative Politics. An introduction to foreign political systems, approaches used in the comparative study of governments and politics. Political parties and interest groups, political elites, policy-making, policy implementation, political culture and political development and change discussed in the context of an examination of

selected Western and non-Western political systems. (Same as K112S.) Mr. Suttmeier.

14F, S International Relations. Introduction to world politics; the elements of power: nationalism, demography, diplomacy, ideology, propaganda; limited and total war; foreign policies and conflicts of the Great Powers; U. N. system. Analysis of selected problems. Search for patterns in international affairs. Mr. Richardson.

16F, S The American Political Process. Introduction to American national institutions: the Congress, the Presidency, the Courts and bureaucracy. Topics considered include: political culture, behavior; the role of elites and social class. (Same as K116F, S.) Mr. Frantzich, Mr. Kweit.

18F Political Theory. Themes in Western political theory from Plato through the eighteenth century as reflected in the writings of influential political philosophers. Mr. Kessler.

19S Recent Political Theory. Main themes of political theories and ideologies from about 1800 to the present. Variations of democratic theory as found in various recent writers; theories of collectivism and totalitarianism. Mr. Rockwell.

21W Balance Sheet on Viet Nam. The meaning of the Viet Nam episode for American foreign policy, American politics and American society. The relationships between the President and the Senate, the role of public opinion and the influence of the military-industrial complex, relationships with the post-colonial world, and with the United Nations. Enrollment limited to 20. Mr. Richardson.

[22S] The Executive Process. An analysis of the recruitment and behavior of Chief Executives and their staffs on all levels of government with primary emphasis on the U.S. Presidency. Special attention to an analysis of the role and power of the Chief Executive and his relationships with the other branches of government. (Next offered 1976–77.)

[23] American Parties and Policies. The political party as the primary linkage between Americans and their political system. Examination of the parties' performance of this function and current problems of party structure, reform and finance. Field research into state and local parties. Prerequisite, 16 or consent of the instructor. (Same as K223.) (Next offered 1976–77.)

24F The Politics of Sub-Saharan Africa. Case studies based on individual research. Emphasis on colonial regimes, political modernization, African socialism, Pan-Africanism, apartheid, role of the military. Great Power and U. N. interests in Africa. Prerequisite, 12 or 14. Mr. Richardson.

25F The National Policy Process. Analyses of some critical problems such as environment, education, the economy, defense, human rights, welfare, foreign policy, structural change and budgeting and how they become part of the governmental agenda. Prerequisite, 16. Mr. Frantzich.

26S Asian Politics. Introduction to the government and politics of China and Japan: political traditions, political cultures, parties, elites, institutions and international postures. Prerequisite, 12 or consent of instructor. Mr. Suttmeier.

28S The Legislative Process. An examination of Congress as a representational body, policy maker, educational forum and oversight agency. Consideration of the relationships between Congress and the executive, interest groups, the political parties, and the public. Prerequisite, 16 or consent of the instructor. Mr. Frantzich.

29F, S The Scope and Methods of Political Science. Introduction to the philosophical and methodological concerns of modern political science. Required of all concentrators by the end of their junior year. Prerequisite, two courses in Government. (Same as K229.) Mr. Suttmeier.

30W The Anglo-American Legal System. A study of the development, major characteristics, and problems of the Anglo-American legal system. Enrollment limited to 15. Mr. Rockwell.

31F Organization Theory. Study of organizational phenomena such as decision-making, hierarchy, specialization and decentralization with special reference to the American political system. Open to juniors. Mr. Lewis.

[32F] Constitutional and Political Framework for Foreign Policy. Emphasis on roles played in decision-making by the President, Departments of State and Defense, public opinion, the Foreign Service. Selected case studies: Cuba, Viet Nam, arms control, Middle East, detente, aid programs. Prerequisite, two courses in Government, History or Economics. (Next offered 1976–77.)

33F American Constitutional Development. Development of the constitution through judicial interpretation. Function of the Supreme Court as an instrument of government and an arbiter of public policy. Emphasis on political, social, and economic context of judicial review. Evolution of major characteristics of modern constitutional law. Open to juniors. Prerequisite, two courses in any combination in American Government or American History. Mr. Kessler.

34S The Constitution and Individual Rights. Recent constitutional interpretation by the Supreme Court in the realm of civil liberties: freedom of expression, church-state issues, due process of law in

criminal procedures, equal protection of the laws, voting and representation. Discussion of the role of the Supreme Court in defining individual rights in a democratic society. Open to juniors. Prerequisite, two courses in American Government or American History. Mr. Rockwell.

35F-36S Politics in Urban Areas. The structure and function of urban political systems in the United States. 36 may not be taken as a separate course. Prerequisite, 16 and one other course in Government. (Same as K335-336.) Messrs. Bacheller and Kweit.

37S The Electoral Process. Examination of political campaigning. Emphasis on voting behavior, polling and demographic research. Campaign strategy, planning and organization considered. Prerequisite, 16 or consent of the instructor. (Offered in alternate years.) Mr. Frantzich.

38S Science, Technology, and Public Policy. Comparison of the scientific and the political realms; evolution of science-government relations; politics of science; policy for science and technology; influence of science and technology on policy. Focus on the United States with comparisons to Western Europe, the Soviet Union, China and the other low-income countries. Open to sophomores. Mr. Suttmeier.

[39] International Law. Sources, institutions and enforcement of international law. The search for effective legal standards via the World Court, arbitration and the pacific settlement of disputes. Law of treaties, war and international legal protection of human rights. Prerequisite, two courses in Economics, Government or History. (Next offered 1976–77.)

40F Religion and Modern Political Thought. The attack on traditional religion and traditional conceptions of church-state relations in modern political theory. Toleration; political religion; religion in American political thought; the role of religion in democracy. Study of Hobbes, Locke, Rousseau, Montesquieu, Jefferson, Tocqueville, Lincoln and contemporary Americans. Open to juniors. Mr. Kessler.

43S Public Policy Analysis. Conceptual approach to understanding and evaluating public policy. Emphasis on political economy, public choice models, decision making, power, values and their role in shaping and evaluating policy alternatives. Prerequisites, 16 and one other course in Government and one in Economics, or consent of instructor. Mr. Kweit.

44S Problems in International Politics. An inquiry into the capacity of the international system to adapt successfully to new demands and problems posed for it by poverty, famine, commodity cartels, resource depletion, arms sales, war, and multi-national corporations.

Emphasis on public and private international organizations. Prerequisite, 14. Mr. Richardson.

45F Chinese Politics. Advanced analysis of the Chinese political system: ideology, party, army, government. Problems of political and social change. Prerequisite, one course in comparative government beyond 12, or consent of instructor. Mr. Suttmeier.

49F-50S Topics in Politics. Individual research project selected spring of the junior year by the student with the approval of a faculty sponsor and supervised by him. Culminates in senior thesis. Required for departmental Honors. Open only to senior concentrators. The Department.

Term in Washington. Director, Mr. Kweit. See page 26.

History

10F Modern Europe, 1648 to the Present. A survey of the political, institutional, cultural, and intellectual developments in the countries of Western Europe. Mr. Traer.

11S The Modern Middle East. The Middle East from the dissolution of the Ottoman Empire to the rise of the modern nation-states. Stress on international involvements and political, socioeconomic, and cultural change in the area. Mr. Subtelny.

12F Kievan, Muscovite, and Early Imperial Russia. Russia from the ninth century to 1825, stressing political and cultural interaction with its Turkic, Byzantine, and Western neighbors. Mr. Subtelny.

13W Native American History. A study of the history of American Indians from Columbian times to the present with emphasis on intercultural relations with non-Indian Americans. Mr. Beltman.

14F East Asia. East Asia before the impact of the West; the historical traditions of China, Korea, and Japan. Mr. Lee.

15W The Cold War. A study of the role of the United States in post-World War II international affairs, as perceived by traditional and revisionist historians. Mr. Millar.

16F American Colonial History. A survey of American origins, with an emphasis on colonial ideas and institutions, the growth of democracy, the progress of the Revolution, and the emergence of a new nation. Mr. Millar.

17S American Diplomatic History. A survey of American diplomacy, with emphasis upon the political, economic, and ideological factors which influenced the formulation of foreign policy and the conduct of foreign affairs. Mr. Millar.

18S American Economic and Social History. A survey of American economic and social development, with an emphasis on economic change and its social consequences. Mr. Beltman.

19F Recent American History. A survey of developments in American political, economic, and social life, and the role of the United States in world affairs since 1914. Mr. Beltman.

20S France in Modern Times. The development of French history, society, and culture from 1815 to the present. Mr. Richman.

[21S] South Asia. A survey of the history of the Indian sub-continent — India, Pakistan, and Bangladesh — from the earliest times to the present, with emphasis upon the social and religious forces which have provided its continuity. (Next offered 1976–77.)

[22S] Modern European Diplomatic History. Diplomatic relations among the nations of modern Europe, with emphasis on the events of the last one hundred years. (Next offered 1976–77.)

23S Late Imperial and Soviet Russia. Russia from 1825 to 1945, with emphasis on the relationship between Russia and the West and on continuity and change in the Old and New Regimes. Prerequisite, 12. Mr. Subtelny.

24S East Asia in the Modern World. The Western impact on East Asia; the reactions of China, Korea, and Japan to Western pressures. Prerequisite, 14. Mr. Lee.

[25fW] Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 23, Russian 12, or Government 213. Extra cost. Limited enrollment. (Same as Russian 25.) (Next offered 1976–77.)

26S Seminar in American Colonial History. Selected problems in colonial history, with an emphasis on the pre-Revolutionary period. Prerequisite, 16. Mr. Millar.

27F Seminar in American Diplomatic History. Major themes in American diplomatic history, with an emphasis upon manifest destiny and mission in the conduct of foreign affairs. Prerequisite, 17. Mr. Millar.

28S The American West Since 1781. A study of expansion, Indian-white relations, land policy, transportation, agriculture, community formation, conservation, and western impact on culture and politics. Emphasis on nineteenth century developments. Mr. Beltman.

29S Seminar in Recent American History. A topical study of recent American political, economic, and social developments and the role

of the United States in the world since 1914. Prerequisite, 19. Mr. Beltman.

30F Europe in the Age of the French Revolution and Napoleon. A study of the first great revolution of modern times and its effects throughout Europe. Open to sophomores. Mr. Traer.

31S Europe in the Nineteenth Century. Emphasis on social and economic, as well as political, history including demographic change, industrialization, the rise of new social classes, and the development of institutions and culture. (Offered in alternate years.) Mr. Richman.

32F Cultural History of Russia. A survey of the various social classes which constituted the "material culture" of the Old Regime; the development of Russia's "spiritual culture," including art, architecture, and the history of ideas. Prerequisite, 23. Mr. Subtelny.

[33F] Selected Topics on the Russian Revolution. An investigation of a variety of problems relating to the social and political preconditions for revolution and the Bolshevik seizure of power. A reading knowledge of Russian or another European language desirable. Prerequisite, 23. (Next offered 1976–77.)

34F Seminar on France in Modern Times. Problems of political instability, economic development, cultural achievement, and social conflict in nineteenth and twentieth century France. A reading knowledge of French desirable. Prerequisite, 10 or 20. (Offered in alternate years.) Mr. Traer.

35S Fascism in Western and Eastern Europe. A comparative analysis of the social, economic and ideological roots and forms of fascism in Western and Eastern Europe during the interwar period. Prerequisite, one course in modern European history. Mr. Subtelny.

[36F] The Black Man in America. A survey of the relationship between black and white society in America, from colonial times to the present. (Next offered 1976–77.) Open to sophomores.

37W Imperialism in Northeast Asia. A diplomatic history of the decade 1895–1905; the effects upon the Chinese empire of the policies of Japan, Russia, Britain, France, Germany, and the United States. Prerequisite, 14, 17, or Government 14. (Offered in alternate years.) Mr. Lee.

[38S] New York State. The political, economic, and social development of New York; the role of New York in national and international affairs. Prerequisite, any two courses in American history. (Next offered 1976–77.)

39F Urban America. The urban impact upon American thought,

culture, and institutions. Prerequisite, any two courses in American history. Mr. Beltman.

[41S] Selected Topics on the French Revolution and the Napoleonic Era. An investigation of a variety of problems such as the intellectual and social origins of the Revolution, patterns of class conflict, and the reaction of other countries to the influence of French ideas and institutions. A reading knowledge of French or another European language desirable. Prerequisite, 30. (Next offered 1976–77.)

42F Seminar in Russian History. The problem of non-Russian nationalities in the Tsarist Empire and the Soviet Union with emphasis on the dissident movement. A reading knowledge of Russian or another European language desirable. Prerequisite, 23. (Offered in alternate years.) Mr. Subtelny.

43S Modern European Political Elites, 1815–1914. An examination of the changing social composition of the ruling classes in France, England, Germany, and Russia, with reference to the relationship beween elite rivalries and the transformation of political institutions. Prerequisite, one course in modern European history or permission of the instructor. Mr. Richman.

44F Modern Japan. The modernization of Japan and its subsequent domestic and international development. Prerequisite, 24. Mr. Lee.

45S Modern China. Changes in China's domestic and international situations since the early nineteenth century; the effects of internal revolution and external pressures on China's civilization. Prerequisite, 24. Mr. Lee.

46F Seminar on the Black Man in America. Analyses of the relationship between black and white society in America, from documentary sources. Prerequisite, 36. (Offered in alternate years.) Mr. Millar.

49F Historiography. The philosophy, theory, and method of history; the great historical traditions of Europe, Asia, and America. Open to juniors. Mr. Lee.

50F, S Senior Program. A project limited to senior concentrators in History, resulting in a thesis supervised by a member of the department. Required of candidates for departmental Honors. Prerequisite, 49. (Equivalent to 500.) The Department.

Mathematics

11F Pre-Calculus Mathematics. A study of topics necessary for the study of the Calculus, including functions, logarithms, exponentials, set notation, trigonometry, solution of equations, graphing

techniques, analytic geometry, and word problems. May not be counted toward fulfillment of the concentration. Placement in the course subject to the approval of the Department. Not open to juniors. Mr. Prichett.

12S Excursions in Mathematics. An introduction to mathematical thought and problem solving, with topics selected from number theory, geometry, elementary topology, probability and statistics, computer science, mathematical recreations. May not be counted toward the fulfillment of the concentration. Mr. Prichett.

13F, W, S-14F, W, S Calculus and Analytic Geometry. Introduction to the differential and integral calculus of a single variable including topics from analytic geometry and numerical methods, concluding with the study of infinite series. Four hours of class F, S. Some sections of this course, including all of those during the Winter Term, offered under the Self-paced Calculus program. The Department.

15F Calculus and Analytic Geometry. A single semester review of the material of Mathematics 13-14. Offered only to those who have studied calculus but do not qualify for 21. Placement by the Department. Successful completion of 15 carries credit equivalent to 13-14. Offered under the Self-paced Calculus program. Mr. Anderson.

17S Introductory Computer Science. A first course in computers developing algorithms to treat numerical and non-numerical problems. Includes such topics as simulations, data structures, and assembly language. Prerequisite, 14 or 15. (Same as K170.) Mr. Anderson.

21F, W Multivariable Calculus. The study of differential and integral calculus of several variables; partial differentiation, multiple integrals, vector calculus. Introduction to ordinary differential equations. Prerequisite, 14 or 15. The Department.

22S Linear Algebra. An introduction to linear algebra: matrices and determinants, vector spaces, linear transformations, linear systems; eigenvalues; mathematical and physical applications. Prerequisite, 21. Mr. Fowler and Mrs. Ludington.

23F Introduction to Probability and Statistics. A first course in probability and statistical inference including: random variables, distribution functions, introduction to the theory of estimation and testing of hypotheses, and the central limit theorem. (Credit will not be granted for both Mathematics 23 and Economics 21 or Psychology 21.) Prerequisite, 14 or 15. Mr. Birnbaum.

24S Second Course in Probability and Statistics. Topics including the law of large numbers, jointly distributed random variables, correlation and regression theory (including least-squares methods), Chi-

square testing, Bayesian and non-parametric methods and introduction to experimental design and decision theory. Prerequisite, 23. Mr. Birnbaum.

26S Higher Geometry. Topics in geometry selected from affine, projective, non-Euclidean geometry, and Euclidean geometry studied by non-traditional methods. Prerequisite, 14 or 15. Offered in alternate years. Mr. Anderson.

28S Graph Theory and Combinatorics. Isomorphism and connectedness of graphs, trees, directed graphs, Eulerian and Hamiltonian circuits, planarity and coloring problems, duality; flows in networks and the Ford-Fulkerson algorithm with applications to resource allocation; applications to mathematical models in other disciplines. Prerequisite, 13 or 15. Mr. Smallen.

31F Applied Analysis. Selected topics from classical analysis and partial differential equations including boundary value problems, Fourier series, orthogonal functions, the Laplace transformation, Green's functions, and special functions of particular interest to physical scientists. Prerequisite, 22 and Physics 13-14 or the consent of the instructor. Mr. Fowler.

32S Complex Variables. An introduction to the theory of analytic functions of a complex variable; conformal mapping, Laurent expansions, contour integration. Prerequisite, 31 or 35. Mr. Prichett.

33F Modern Algebra. A study of algebraic structure; systems with one or two binary operations such as groups, rings, fields, construction of number systems. Prerequisite, 22. Mr. Anderson.

34S Advanced Linear and Abstract Algebra. Continuation of linear and multilinear algebra of 22 and 33: exact sequences of abelian groups, tensor products, determinants; Galois theory and roots of polynomials. Prerequisite, 33. Offered in alternate years. Mrs. Ludington.

35F Real Analysis. Topics in analysis including the real number system, sets and functions, continuity, differentiation, metric spaces, the Riemann-Stieltjes integral, and sequences and series of functions. Prerequisite, 22. Mr. Birnbaum.

36S Numerical Analysis. Finite differences, interpolation, methods of approximation and iterative methods, numerical solution of differential equations and of systems of linear equations. Suitability of procedures to computer use considered throughout the course. Prerequisite, 17 and 22. Mr. Birnbaum.

39F Number Theory. Topics in number theory including divisibility, primes, congruences, Euler's phi-function, diophantine equations,

quadratic residues, continued fractions. Prerequisite, 33, or the consent of the instructor. Offered in alternate years. Mr. Prichett.

41F Topology. An introduction to topology, including metric spaces and the study of compactness, connectedness, separation, convergence, and continuity in general topological spaces. Prerequisite, 35. Mrs. Ludington.

42S Measure and Integration. An introduction to Lebesque measure theory, including the topics of measurable functions, integration and convergence theorems. Prerequisite, 35. Mr. Fowler.

49W-50S Thesis. A project limited to senior Mathematics concentrators, resulting in a thesis supervised by a member of the Department. The Department.

Music

11F-12S Principles of Music. An examination of musical materials, processes, and conventions, and their use in selected works from the Western tradition. Work in the fundamentals of music, including notation, ear training, and sightsinging. Consideration of the problems of musical meaning, performance practice, and the means of transmission. No previous knowledge of music required, but must not be tone-deaf. 12 may be taken as a separate course only with consent of instructor. Mr. Bonta and the Department.

13F-14S Solo or Ensemble Performance I. The study of music through performance, either in the form of private instruction or in the form of chamber music with group coaching, in either voice or instruments. Prerequisite, the consent of the Department. This course pursued for two terms will be equivalent to one course credit. Academic credit will be granted for either individual instruction or work in chamber music, not for both. The Department.

15F-16S Group Performance. The study of music through performance, either in the College Choir, the Brass Choir, or in the Woodwind Ensemble. Prerequisite, consent of the instructor. Group performance pursued for four terms will be equivalent to a one course credit. This course may be taken throughout the student's college career. Students are encouraged to participate in more than one of the above-mentioned organizations, but they will receive academic credit for work in only one. The Department.

17fW Historical, Intellectual, and Physical Influences on British Church Music (1400–1960). The role of several non-musical elements in relation to musical parameters. Architectural and acoustic influences on composition and performance; political and religious influences on musical text and language in the Tudor, Restoration, and Imperial periods; cultural isolation and the musical process.

Physical aspects, when applicable, will be examined in situ at the cathedrals and university chapels in which concerts are being presented. Prerequisite, Music 11-12 or Music 101-102. Extra cost. (Offered in association with the co-curricular tour of Scotland and England by the Hamilton-Kirkland Choir and the College Hill Singers.) Mr. Spear.

23F-24S Solo or Ensemble Performance II. A continuation of Music 13-14. Prerequisite, 13-14 and the consent of the Department. The Department.

25F Problems in Medieval and Renaissance Music. The study of selected works from the Western tradition through 1600. Consideration of the problems of notation, dating, style, use, performance, and the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent. (Alternates with 27.) Mr. Bonta.

26S Problems in Baroque Music. The study of selected works from the Western tradition from 1580 to 1750, including those by major composers from Monteverdi to Bach. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent. Mr. Bonta.

[27F] Problems in Classic and Romantic Music. The study of selected works from the Western tradition from 1720 to 1914, including those by major composers from Gluck to Mahler. Consideration of the problems of notation, dating, style, use, performance, and of the influence of the history of ideas. Prerequisite, 11-12, K101-102, or equivalent. (Alternates with 25.) (Next offered 1976–77.)

29F Survey of Choral Literature. A systematic examination of representative works in the choral and choral-orchestral repertoire, from 1450 to the present; stylistic traits, performance practices and aesthetic considerations. Prerequisite, 11-12 or consent of instructor. Mr. Spear.

30S Conducting. A study of the conductor's basic approach to the musical score, both instrumental and vocal, dealing largely with the physical skills needed for effective non-verbal communication with a musical ensemble. Prerequisite, 11-12 or K101-102 or consent of instructor. Mr. Spear.

33F-34S Solo or Ensemble Performance III. A continuation of Music 23-24. Prerequisite, 23-24 and the consent of the Department. Consent will be contingent upon the student's demonstrating enough growth in musical comprehension to justify further work in performance. The Department.

43F-44S Solo or Ensemble Performance IV. A continuation of

Music 33-34. Prerequisite, 33-34 and the consent of the Department. The Department.

Philosophy

11F Introduction to Philosophy. Analytic examination of some common philosophical issues, such as the existence of God, free will, and the objectivity of ethical judgment. Practice in critically appraising philosophical positions. Not open to seniors. The Department.

18S Political and Social Philosophy. Investigation of social and political concepts, with special emphasis on the concepts of legitimacy, equality, rights, and freedom. Not open to seniors. Mr. Simon.

21F The History of Western Philosophy: Ancient. A study of the philosophical classics of Western civilization, from early Greek times to the fall of Rome. Open to sophomores. The Department.

[22W] The History of Western Philosophy: Medieval and Renaissance. A study of the philosophical classics from Augustine to Francis Bacon. Prerequisite, 21. (Next offered 1976–77.)

23S The History of Western Philosophy: Modern. A study of the philosophical classics from Descartes to the present day. Prerequisite, 21. The Department.

24F, S Symbolic Logic. A study of formal techniques for symbolizing arguments and evaluating inferences. 24F not open to freshmen. 24S not open to students concentrating in Mathematics. Ms. Ring.

[25W] Philosophical Problems in Medicine. Examination of conceptual and ethical problems that arise from biomedical research and the practice of medicine. Application of ethical theory and techinques of conceptual analysis to such problems. (Next offered 1976–77.)

26W Philosophy of Natural Science. A study of selected topics in the philosophy of science, such as geometry and the nature of space, the distinction between observation and theory, and the nature and justification of inductive reasoning. Ms. Ring.

27W Types of Ethical Theory: 1776–1976. Intensive study of types of ethical theory from Kant to Dewey and their application to contemporary problems. Mr. Edel and Ms. Flower.

31F Islamic Thought. The faith, practices, history and philosophies of Islam. Attention also given to theories of the nature of religion, religion in non-literate cultures and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 31.) Mr. Blackwood.

32S Hindu and Buddhist Thought. The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism. Prerequisite, two courses in Philosophy or Religion. (Same as Religion 32.) Mr. Blackwood.

33F Philosophy of the Social Sciences. An investigation of philosophic problems in the social sciences, with special emphasis on the concepts of explanation, objectivity, and value-neutrality. Open to sophomores. Mr. Simon.

34S Contemporary Analytic Philosophy. A consideration of the important developments in twentieth-century Anglo-American philosophy, with practice in the application of techniques of philosophical analysis. Prerequisite, 23, or consent of the instructor. Mr. Kaufman.

36F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of instructor. (Same as Religion 36.) Mr. Williams.

38S Philosophy of Law. Inquiry into the nature and authority of law, with particular attention given to the relation of legality and morality. Open to sophomores. Mr. Simon.

[41F] Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions. Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Religion 41.) (Next offered 1976–77.)

42S Seminar in Metaphysics. Advanced study of some principal metaphysical problems such as determinism and the nature of mind, with emphasis on recent work. Prerequisite, two couses in Philosophy or the consent of the instructor. Ms. Ring.

43S Seminar in the Foundation of Knowledge. An examination of contemporary theories of knowledge with special attention given to the bearing of those theories on the question of whether there is an ultimate foundation in logic, language, or experience for all knowledge. Prerequisite, two courses in Philosophy or consent of the instructor. Mr. Kaufman.

[45F] Seminar in Meta-ethical Theory. An investigation of twentieth century meta-ethics, focusing on theories of the meanings of ethical terms and theories of justification in ethics. Readings from G. E. Moore, Charles Stevenson, R. M. Hare, and others. Prerequisite, two courses in Philosophy. (Next offered 1976–77.)

46F Contemporary Studies of Justice. A detailed analysis of the text

of John Rawls' *A Theory of Justice,* and discussion of its main critics. Prerequisite, two courses in Philosophy. (Offered in alternate years.) Mr. Simon.

Physics

11F-12S Principles of Physics. An introduction including mechanics, thermodynamics, electricity and magnetism, quantum physics and the special theory of relativity. Three hours of class and three hours of laboratory. The Department.

13F-14S Principles of Physics. An introduction including mechanics, thermodynamics, electricity and magnetism, quantum physics and the special theory of relativity. Differential and integral calculus introduced and used. Mathematics 13-14 or its equivalent must either precede or be taken concurrently. Three hours of class and three hours of laboratory. The Department.

15S The Physicist's View of Nature. The ideas of relativity theory and quantum theory. The concepts of particles, fields, symmetry, conservation laws, "elementary" particles and cosmology. A course about the principles of contemporary physics for students not going on in science. Mr. Pearle.

16F Introduction to Astronomy. A description of the universe starting with the appearance and organization of the solar system and working outward. Development of the heliocentric view. Stellar observations and deduced characteristics. Structure of galaxies. Cosmology. Mr. Millet.

17W The Physics of Energy. A study of the physical laws and principles which apply to energy and to its sources and uses. Special attention to solar energy and wind power. Mr. Ring.

21F-22S Mechanics and Mathematical Physics. Principles of classical mechanics, including dynamics of particles and particle systems, the two-body problem, wave motion, coupled oscillators, gravitation, Lagrangian formulation. Topics in mathematical physics such as linear differential equations, multiple integrals, vector analysis, infinite series, Fourier series and partial differential equations treated in the context of mechanics. Prerequisites, 13-14 or 11-12 and Mathematics 13-14. Mr. Millet.

23F Electronics. An introduction to the theoretical and experimental analysis of electronic circuits containing resistors, capacitors, inductors, diodes, triodes, and transistors. Circuits ranging from diode rectifiers, triode amplifiers, transistor oscillators to operational amplifiers and integrated circuit adders and counters discussed in class and investigated in the laboratory. Prerequisites, Physics 13-14 or 11-12 and Mathematics 13-14. Three hours of class and three hours of laboratory. Mr. Pearle.

24F Electricity and Magnetism. Maxwell's Equations studied in both differential and integral form. Plane electromagnetic wave propagation in vacuum, properties of dielectric and magnetic materials. Three hours of class and three hours of laboratory. Prerequisite, 13-14. Mr. Ring.

25S Statistical Physics. A study of large scale systems from the point of view of molecular theory. Examination of the properties of these systems in terms of a statistical treatment of the motions, interactions, and energy levels of the molecules. Introduction to basic probability concepts and the principles of statistical mechanics. Explanation of thermal equilibrium, heat, work and the laws of thermodynamics. Applications to various physical systems. Prerequisites, 13-14, or 11-12 and Mathematics 13-14. Mr. Pearle.

26S Introduction to Astrophysics. A survey which integrates the observations of astronomy with physical theory. Solar system structure and laws, equations of stellar models, degenerate matter, cosmological models. Current problems. Prerequisite, 11-12 or 13-14. (Not open to those who have had 16.) (Offered in alternate years.) Mr. Millet.

[33S] Physical Optics. The theory of propagation of light waves and their interaction with matter, including such topics as relativistic Doppler effect, interference, partial coherence, Fourier transforms, diffraction, holography, optics of solids, dispersion, spectra, and theory of the laser. Prerequisites, 21-22 and 24. Three hours of class and three hours of laboratory. (Next offered 1976–77.)

[35F] Atomic Physics. Experimental and theoretical introduction to atomic phenomena and the fundamentals of quantum mechanics. The electromagnetic interaction studied through such examples as the photoelectric effect and X-ray and optical spectra of atoms. The theory of the structure of simple atoms, in particular that of hydrogen. Prerequisites, 21-22 and 24. Three hours of class and three hours of laboratory. (Next offered 1976–77.)

36S Nuclear and Elementary Particle Physics. The principal properties of the atomic nucleus studied by applying quantum mechanics to nuclear models. Investigation of the strong, electromagnetic and weak interactions and their conservation laws. Prerequisite, 35 or 37. Three hours of class and three hours of laboratory. (Offered in alternate years.) Mr. Ring.

37F Quantum Mechanics. A formal development of the basic theory and applications to physical systems. Prerequisites, 21-22 and 24. (Offered in alternate years.) Mr. Pearle.

[38S] Solid State Physics. Study of the crystalline state of matter. Topics include periodic lattice structure, reciprocal lattice, lattice

dynamics, allowed electronic energy states, Brillouin zones and Fermi surfaces. Applications to such problems as semi-conductors and the dielectric and magnetic properties of solids. Prerequisites, 25 and 35. (Next offered 1976–77.)

[39F] Relativity. A study of classical field theories. Emphasis on the Special Relativity Theory of electromagnetism and on the General Relativity Theory of gravity. Prerequisites, 21-22 and 24. (Next offered 1976–77.)

Psychology

10F, S Science of Mental Life. An introduction to the study of cognitive processes. Topics such as sensory processes, perception, learning, motivation, memory, thinking and language. Messrs. Gescheider and Gulick.

15S Principles of Experimental Psychology. Experimental study of animal and human behavior. Topics include conditioning, learning, motivation, memory and the physiological bases of behavior. Laboratory work includes experiments with humans and animals. Three hours of class and three hours of laboratory. Prerequisite, 10 or K111, 112 or 114.

21F Principles of Statistical Analysis. An introduction to descriptive and inferential statistics as used in psychological research. Three hours of class and three hours of laboratory. (Credit will not be granted for both Psychology 21 and Economics 21 or Mathematics 23.) Mr. Herrmann.

22S Research Methods in Psychology. A study of research methods employed in contemporary psychology. Topics include instrumentation, experimental design, measurement and data analysis. Prerequisites, 15 and 21. (Offered in alternate years.) Mr. Gescheider.

25W The Cutaneous Senses. An investigation of the anatomy, physiology, and psychophysics of the cutaneous senses. An introduction to the basic principles of sensory information processing by an examination of pressure, temperature and pain sensitivity. Extensive laboratory work. Prerequisite, 10 or 15 or Biology 12 (Life Sciences 112). Enrollment limited to 12. Mr. Gescheider.

27F Conditioning and Learning. A study of the principles of Pavlovian conditioning, instrumental learning and attentional processes in learning. Experiments with animal or human subjects. Three hours of class and three hours of laboratory. Prerequisite, 15. (Offered in alternate years.) Mr. Vaughan.

[28F] Physiological Psychology. The relation between behavior and the nervous system. Topics in neuroanatomy and neurophysiology, and the physiological basis of sensation, motivation, emotion,

memory and learning. Three hours of class and three hours of laboratory. Prerequisite, 15. (Next offered 1976–77.)

31W Advanced Statistical Analysis. Analysis of variance, non-parametric tests, factor analysis and multidimensional scaling as applied to specific problems of psychological data analysis. Prerequisite, 21. (Offered in alternate years.) Mr. Herrmann.

35F Perception and Psychophysics. A study of the psychological and physiological properties of sensory and perceptual processes. Three hours of class and three hours of laboratory. Prerequisites, 15 and 21, which may be taken concurrently. Mr. Gescheider.

38S Human Memory. An analytical study of the components and processes of human memory. Three hours of class and three hours of laboratory. Prerequisites, 15 and 21, which may be taken concurrently. Mr. Herrmann.

39F Psycholinguistics. A study of the theories and data concerning the processing of language, with particular attention to syntax and meaning. Prerequisite, 15 or 10. (Offered in alternate years.) Mr. Herrmann.

41S Special Topics in Experimental Psychology. Topic for 1976: An analysis of human consciousness from the perspective of physical science. Topics such as electrical stimulation of the brain, dream research, bio-feedback, and altered states of consciousness. Prerequisite, 27, 28, 35 or 38. Mr. Gescheider.

43F Historical and Theoretical Foundations of Contemporary Psychology. Historical and current psychological problems with particular reference to major theoretical positions. Prerequisite, three courses in psychology. Open to juniors. Mr. Vaughan.

Religion

10F Gods and Myths of Western Man. An introduction to the study of religion as it has been experienced, understood, and criticized in Judaeo-Christian culture and in modern secular society. The manifestations of the sacred in the myths, rituals, doctrines, and institutions of Judaeo-Christian religion and of modern functional equivalents such as forms of nationalism, communism, and humanism. Mr. Miller.

11S Time, Space, and Power. An introduction to the study of religion as manifested in various cultures, past and present. Particular attention to the temporal, spatial, and dynamic aspects of the relation between man and what he conceives to be reality. Not open to juniors and seniors. Mr. Williams.

20F The Religion of Ancient Israel. An introduction to the religion of ancient Israel as it is expressed in selected books of the Law,

Prophets, and Writings. Special attention to the cultural and religious background of the ancient Near East and to the light archaeological findings have shed upon the Bible. Open to sophomores. Mr. Williams.

21S The Origins of Christianity. A study of the origin and early development of Christianity against the background of Hebraic religion and the religious life of the Greco-Roman world. A comprehensive introduction to the major source, the New Testament. Open to sophomores. Mr. Miller.

[23F] American Religious Thought: Puritanism to Neo-Orthodoxy. An historical study of important developments in American religious thought and life and of American civil religion from the beginnings to about 1930. Designed as a comprehensive introduction to Protestant theology and its cultural impact and to the religious aspects of American intellectual history. Open to sophomores. (Next offered 1976–77.)

25W Basic Christianity: Theory and Practice. Answers to basic questions about Christian belief and practice. Readings from different Christian perspectives, including the neo-evangelical liberal Protestant, and Roman Catholic, and observations of different modes of Christian worship and experience. Emphasis on students' work outside the classroom. Enrollment limited to 25. Mr. Miller.

26S Music as an Expression of Religion. An examination of how music in representative oriental and occidental cultures has been employed to express religious ideas and feelings. Attention paid to the religious significance of dance, musical instruments, notational and aural symbolism. No previous knowledge of music required. Open to sophomores. Mrs. Williams.

30S Religion and American Literature. An analysis of American literature from the perspectives of the religious themes contained in it, including the covenanted community, apocalyptic, the success and failure of the American dream, and the problem of meaning in modern American life. Readings in Emerson, Melville, Twain, O'Connor, Baldwin, Saul Bellow, among others. Prerequisite, one course in Religion, American literature, or American history. Mr. Miller.

31F Islamic Thought. The faith, practices, history and philosophies of Islam. Attention is also given to theories of the nature of religion, religion in non-literate cultures, and Zoroastrianism. Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 31.) Mr. Blackwood.

32S Hindu and Buddhist Thought. The faith, practices, history and philosophies of Hinduism, Theravada and Mahayana Buddhism.

Prerequisite, two courses in Philosophy or Religion. (Same as Philosophy 32.) Mr. Blackwood.

[34S] Religion, the State, and Violence. A study of the major perspectives in past and contemporary Western religious thought on the relationship between religion and the state and on the justifiability of war, revolution, non-resistance, and non-violence. Prerequisite, one course in Religion or consent of the instructor. (Next offered 1976–77.)

[35S] American Religious Thought: The Pluralistic Era. A study of American religious thought and life in the pluralistic setting of the twentieth century, with emphasis on selected major theological developments in Christianity, Judaism, and beyond, and on American civil religion. Readings in Niebuhr, Tillich, Herschel, Baum, Cox, and others. Prerequisite, one course in Religion. (Next offered 1976–77.)

36F Chinese Religion and Thought. The Confucian and Taoist traditions and their historical development. Special emphasis placed upon the reading of translated texts from pre-Buddhist China. Prerequisite, two courses in Religion or Philosophy or consent of instructor. (Same as Philosophy 36.) Mr. Williams.

37F Christian Ethics. An analysis of decision-making informed by Christian theology and social thought. Among the issues to be considered are sexuality, race relations, war and punishment. Readings taken from a variety of religious and secular sources. Major emphasis placed on student participation in discussion. Prerequisite, one course in Religion or consent of the instructor. Mr. Tibbetts.

[38S] Religious Cults in America. The examination of social foundations, history and beliefs of various religious groups which have diverged from the mainstream of orthodox Christianity. Particular attention will be devoted to Mormonism, Seventh-Day Adventism, Christian Science, and the Jehovah's Witnesses. Field trips to area churches are among the course requirements. Prerequisite, one course in Religion or consent of the instructor. Alternates with 39. (Next offered 1976–77.)

39S Sectarianism. A study of conversion, revivalism and pentecostal phenomena in the contemporary American religious life. Attention also devoted to groups which emphasize the importance of spiritual experience, such as the Bahaï World Faith and the Society of Friends. Requirements include field trips to area churches and a project in which students evaluate in depth a religious sect or group of their choice. Prerequisite, one course in Religion or consent of the instructor. (Offered in alternate years.) Mr. Tibbetts.

[41F] Seminar in Philosophy of Religion. Philosophical analysis of the major claims of the Eastern and Western religious traditions.

Particular attention is given to the nature of religious knowledge. Prerequisite, two courses in Religion or Philosophy. (Same as Philosophy 41.) (Next offered 1976–77.)

43S The Attack Upon and Defense of Christendom in the 19th Century. An intensive study of works by important protagonists and critics of religion in the 19th century. Emphasis placed on the thought of Hegel, Feuerbach, Kierkegaard, Marx, and Nietzsche. Prerequisite, two courses in Religion, or Philosophy 21-22, or consent of the instructor. (Offered in alternate years.) Mr. Williams.

[44S] European Religious Thought in the 20th Century. An intensive study of selected works by such thinkers as Barth, Buber, Bultmann, Teilhard de Chardin, and Tillich. Special emphasis placed upon the development of a religious understanding of man. Prerequisite, two courses in Religion, or the consent of the instructor.

[45S] Theories of Religion. Analysis of a variety of contemporary approaches to the study of religion leading to the development of one's own methodology. Emphasis on the methodology and conclusions of such men as Berger, Eliade, Levi-Strauss, Ricoeur, and Jung. Prerequisite, two courses in Religion. (Next offered 1976–77.)

46F Seminar in Theology. Topic for 1975–76: The Holocaust as a Theological Problem. An examination of the response on the part of Jewish and Christian thinkers to the destruction of between four and six million Jews by the Third Reich, focusing on the response to the Holocaust while it was occurring and the reflection that has followed. Consideration of the theological problem of the existence of Israel and of the persistence of anti-semitism in the West. Prerequisite, two courses in Religion. Mr. Miller.

47S Seminar in Asian Religions. Topic for 1975–76: Mahayana Buddhism in China and Tibet. A study of the various traditions of Mahayana through analysis of selected texts and secondary sources in translation. Prerequisite, 32 or 36, or History 14 and one course in Religion. Mr. Williams.

50W Senior Comprehensive. Conferences and seminars to prepare for a comprehensive examination taken by senior concentrators at the end of Winter term. The Department.

Romance Languages

FRENCH

11F First Term French. A thorough grounding in aural comprehension, speaking, reading and writing. Taught partially in French. Four hours of class, and laboratory work. Mrs. Davis.

12F, S Second Term French. Further work in aural comprehension, speaking, reading and writing. Prerequisite, 11. Four hours of class, and laboratory work. Mr. Cholakian, Mr. Moraud.

13F, S Third Term French. Review of grammar and syntax. Reading and vocabulary training. Oral practice. Four hours of class, and laboratory work. Prerequisite, 12. Mrs. Cholakian, Mr. Davis.

15F Spoken French. Designed for students who plan to take advanced courses in French but do not believe they have sufficient competence in the spoken language. Building of vocabulary, exercises in pronunciation. Conversation, oral presentations, work with radio, records, tapes. Five hours of class, and laboratory work. Class limited to 15 students. Prerequisite, 13 and consent of the instructor. Mr. Moraud.

16W Paris: Winter Term. Small language classes daily for pronunciation and conversation. Scheduled visits to monuments and museums in and around Paris. Attendance at plays and concerts. Oral and written reports, and examinations. Housing with French families. Extra cost. Prerequisites, French 12 or consent of the Department. The Department.

17W French Phonetics. Study of French pronunciation and intonation. One hour a day of theory and two hours a day of practice in the laboratory. General tendencies of spoken French with concentration on special problems of Americans. Classes five days a week. Enrollment limited to 20. Prerequisite, French 12 or consent of the instructor. Mr. Davis.

20F, S Advanced French. Designed for students who wish to acquire a better command of spoken and written French and to improve their reading skills. Written as well as oral exercises. Laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. Mr. Cholakian.

21F, S Introduction to French Literature. Study and analysis of selected works by major authors. Written reports and laboratory work. Taught in French. Prerequisite, 13 or consent of the Department. Mr. and Mrs. Cholakian, Mr. Moraud.

25F Contemporary France. Attitudes, customs, social structure, institutions, and problems in present-day France. Discussion, outside reading, oral and written reports. Taught in French. May be taken by students who have had 30 or above, in which case extra work is required. Prerequisite, 13 or consent of the Department. Mr. Davis.

30S French Classicism. Study and analysis of important texts of the 17th century. Written and oral reports and *explications de textes*.

Taught in French. Prerequisite, any 20-level course or consent of the Department. Mrs. Cholakian.

31F The Age of Enlightenment. Study and analysis of 18th century writers. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Offered in alternate years.) Mr. Cholakian.

32F Nineteenth Century French Novel. Study of the development of the novel in the 19th century, romanticism, realism, naturalism. Lectures, discussions, outside reading and oral reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Moraud.

33S Twentieth Century French Prose. Study and analysis of French literature and thought in the 20th century as reflected in prose. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Offered in alternate years.) Mr. Davis.

[34S] French Poetry from 1850 to the Present. Major French poets after 1850. Lectures, discussions, outside reading, oral and written reports and *explications de textes*. Taught in French. Prerequisite, any 20-level course or consent of the Department. (Next offered 1976–77.)

35F Contemporary French Theater. Major French dramatists of the 20th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 20-level course or consent of the Department. Mr. Davis.

36S The Renaissance. Study of the major prose and verse of the 16th century. Lectures, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. (Offered in alternate years.) Mr. Cholakian.

37S Special Topics. 1975–76: Novels in Film. Study of about ten 19th and 20th century French novels and their adaptation to the cinema, with a view to assessing the basic differences between the two media. Lectures, discussions and written reports. Taught in French. Prerequisite, 32 or 33 or consent of the Department. Mr. Moraud.

[38] French Cinema. A course dealing with the history of French Cinema. Systematic study of scenarios, sound tracks, films. Taught in French. Prerequisite, any 20-level course or consent of the Department.

39S Advanced Composition and Oral Practice. A practical course, conducted entirely in French, with emphasis on oral and written use of the language. Regular compositions and short oral reports. Pre-

requisite, any 20-level course or consent of the Department. Mrs. Davis.

[40S] Medieval French Literature. Brief introduction to old French; reading selections from important authors, discussions, outside reading and written reports. Taught in French. Prerequisite, any 30-level course or consent of the Department. (Next offered 1976–77.)

50S Senior Program. Tutorial in which various topics are discussed. Open only to senior concentrators. The Department.

SPANISH

11F First Term Spanish. Thorough grounding in aural comprehension, speaking, reading and writing. This course, linguistically oriented, is conducted according to the intensive oral method. Four hours of class, and laboratory work. Mr. Medina.

12F, S Second Term Spanish. Further work in aural comprehension, speaking, reading and writing. Four hours of class, and laboratory work. Prerequisite, 11. Messrs. Tato and Medina.

13F, S Third Term Spanish. Intensive grammar review. Stress on oral practice and selected readings from modern Spanish texts. Four hours of class, and laboratory work. Prerequisite, 12. Messrs. Tato and Medina.

16W Madrid: Winter Term. Small language classes daily for pronunciation and conversation. Civilization courses for more advanced students. Scheduled visits to monuments and museums in and around Madrid. Attendance at plays and concerts. Oral and written reports, examination. Housing with Spanish families. Extra cost. Prerequisite, 12 or consent of the Department. The Department.

21S Introduction to Spanish Literature. Intensive study and analysis of selected modern works. Emphasis on student participation and on original application of critical methodology. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Medina.

23F Advanced Spanish. A course designed for students who wish to acquire a better command of the language. Emphasis on conversation, based on selected reading. Written exercises. Taught in Spanish. Prerequisite, Spanish 13 or consent of the Department. Mr. Tato.

[24S] Spanish-American Civilization. The history and culture of Spanish-America. A study of the origins and evolution of the Spanish-American character, tradition and thought. Emphasis on the poetry, culture and beliefs of the Latin-American Black, with reference to the Indian and to the Mexican Revolution as reflected in Spanish-American literature. Outside reading and discussion. Taught in Spanish. Prerequisite, 13 or consent of the Department.

25F Spanish Civilization. A study of the culture of Spain, including history, painting, music and the development of modern Spanish character, with emphasis on contemporary social, political and religious problems. Taught in Spanish. Prerequisite, 13 or consent of the Department. Mr. Medina.

[26F] Introduction to Spanish-American Literature. A panoramic view of the development of Spanish-American literature, emphasizing representative works of each period or literary school. Outside reading and written assignments. Taught in Spanish. Prerequisite, 13 or consent of the Department.

30F Spanish Theater of the Golden Age. Study of important Spanish dramatists of the Golden Age, with reference to the poets of the period. Lectures, discussions, outside reading and written reports. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Tato.

[31F] Golden Age Prose. Study of major works of the 16th and 17th centuries, including writings of Fernando de Rojas and Cervantes, and several examples of the picaresque novel. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department.

[33S] Romanticism. Study of Romantic drama, poetry and prose, including Lârra, the Duque de Rivas, Zorrilla, Bécquer and others. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department.

35S The Realistic Novel. Analysis of the works of the leading writers of the Realistic Movement in Spain. Special emphasis on Galdos, but including novels by Alarcón, Valera, Pardo Bazán, Clarín and Blasco Ibañez. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Medina.

[36] The Generations of 1898 and 1927. The Generation of 1898 and the poets of the Generation of 1927. Ideas, trends and new literary concepts of Spanish literature in the 20th century. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department.

37S Special Topics. 1975–76: The Contemporary Short Narrative in Latin America and Spain. A comparative study of stylistic techniques and thematic preoccupations in the works of the most outstanding authors of the last thirty years. Discussions, outside reading and written work. Taught in Spanish. Prerequisite, any 20-level course or consent of the Department. Mr. Tato.

50S Senior Program. Tutorial in which various topics are discussed. Open only to senior concentrators. The Department.

Russian

11F First Term Russian. An introduction to the speaking, aural comprehension, reading and writing of Russian. Constant oral and written practice in classwork and homework based on an integrated program of language tapes. Four hours of class and laboratory work.

12S Second Term Russian. Further work in the speaking, aural comprehension, reading and writing of Russian. Four hours of class and laboratory work. Prerequisite, 11.

13F Third Term Russian. Systematic review of structure with emphasis on oral practice and development of writing skills. Selected readings from Russian literature and culture. Four hours of class. Prerequisite, 12, or consent of instructor.

20S Advanced Russian. Designed for students who wish to acquire a better command of spoken and written Russian. Readings from Russian culture chosen to improve skill in translating. Prerequisite, 13, or consent of instructor.

[21F] Early Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected 19th century classics until 1850, including Pushkin, Lermontov, and Gogol. Prerequisite, 13, or consent of instructor. Alternates with 23. (Next offered 1976–77.)

23F Late Nineteenth Century Russian Literature. Readings, discussions, and reports in Russian on selected 19th century classics after 1850, including Turgenev, Dostoevsky, Tolstoy, and Chekhov. Prerequisite, 13, or consent of instructor. Alternates with 21.

[25fW] Aspects of Soviet Life. Study-trip to the U.S.S.R., including several non-Russian republics; readings and discussions during fall semester. Prerequisite, History 23, Russian 12, or Government K213. Offered alternate years. Extra cost. Limited enrollment. (Same as History 25fW.) (Next offered 1976–77.)

32S Soviet Literature. Readings, discussions, and reports in Russian on selected 20th century works by authors such as Gorky, Sholokhov, Pasternak, and Solzhenitsyn. Prerequisite, 20, or consent of instructor. Alternates with 18.

RUSSIAN LITERATURE IN TRANSLATION

[18S] Russian Literature in the Soviet Period. A survey of twentieth century Russian prose fiction in translation, including some of the major works of Gorky, Andreyev, Babel, Sholokhov, Leonov, Pasternak, and Solzhenitsyn. (Alternates with 32. Next offered 1976–77.)

Speech

10F, S Introduction to Speech. A study of theory and practice in Speech from its classical foundations to the present. Readings in rhetorical theory from Plato and Aristotle to Richards and McLuhan. Practitioners of public address in American history. The Department.

11F, S Public Speaking. Introduction to practice in spoken communication. Training in research, organization, writing, and delivery of speeches. Oral and written criticism. Private conferences with instructor. Videotaping when practicable. Prerequisite, 10, or junior status. The Department.

[21S] Advanced Public Speaking. Readings in rhetorical criticism. Several major speeches prepared by independent research and writing complemented by consultation with instructor. Use of videotape equipment. Special emphasis on criticism. Prerequisite, 11 and consent of instructor. (Next offered 1976–77.)

23W-24S Forensic Rhetoric. Winter term for concentrated reading of great pleaders and forensic rhetorical theory. Work in criticism of legal arguments in British and American history. Spring term for performance resulting from hypothetical cases, actual preparation of briefs and arguments, and presentation of cases in "court." Opposing of advocates in same cases. Open to sophomores. 24 may not be taken as a separate course. (Offered in alternate years.) Mr. Wright.

31F Readings in Public Address. Readings in great speeches selected from Western history. Where possible, use of audiotape and videotape. Study of language, argument, and delivery. Practice in criticism. Open to sophomores. (Offered in alternate years.) Mr. Wright.

32S Problems in Contemporary Communication. Examination of the processes of oral communication (interpersonal, intercultural, and interethnic) as affected by electronic media and modern research in semantics and anthropology. Special emphasis on communication techniques in advertising and public relations and on current controversies between government and the broadcasting industry. Open to sophomores. Mr. Todd.

34F The Rhetoric of American Reform. A study of the persuasion and the organizational techniques used by the militant leaders of such movements as Abolitionism, Women's Rights, Temperance, Revivalism, Labor Reform, and Civil Rights. Open to sophomores. Mr. Todd.

[35F] The American Audience. A study of the American as listener. Research into some of the influences (sociological, psychological) on American listening habits. Efforts to describe the American audience

and to arrive at some informed speculation on implications for personal and public communications in contemporary society. Open to sophomores. (Next offered 1976–77.)

[40F] The Rhetoric of the Presidential Campaign. A study of the uses of persuasion in the current presidential campaign with special attention to the ways in which issues are identified and set forth. Prerequisite, 11. (Offered only in presidential election years.)

campus

LOCATION

Kirkland College and adjacent Hamilton College are situated near the center of New York State, ten miles from the city of Utica, one mile from the village of Clinton and six miles from New York State Thruway Exit 32. The Oneida County Airport (Utica/Rome), is served by Allegheny airlines and is eleven miles from the campus.

FACILITIES

The KIRNER BUILDING and the adjoining JOHNSON BUILDING house seminar rooms, classrooms, a botany laboratory and other science facilities, the Emerson Library, student study carrels, faculty and administrative offices, and a 200-seat lecture hall for academic presentations. The Fred L. Emerson Library holds a basic reference collection, open and closed reserve reading for Kirkland courses, general journals and newspapers, and the McIntosh Collection on Women.

The LIST ARTS CENTER has studios and workshops for ceramics, graphics, sculpture, metals, painting and photography; rehearsal halls and practice rooms for music; a dance studio; exhibition areas;

classrooms; faculty offices; projection and recording facilities; and an electronic music studio.

McEWEN HALL is Kirkland's central building and houses the admission office, several administrative offices, a classroom, a formal reception area, a cinema lab, a dining hall, a television lounge, the Kirkland mail center and the coffee house.

An AUDITORIUM/THEATER is projected. It will be a connecting link between McEwen Hall and the List Arts Center, architecturally completing the academic complex and giving access to professional rehearsal and performing space for students working in drama, music and dance. It will have the additional benefit of providing an on-campus facility capable of attracting cultural programs of regional and national stature.

SHARED FACILITIES ON THE HAMILTON CAMPUS

The AFRO-LATIN CULTURAL CENTER affords facilities for the presentation of the Black and Puerto Rican perspective through discussions, lectures, art exhibits and similar educational, cultural and social events. The Center is open to all members of the Hamilton and Kirkland communities.

The BRISTOL CAMPUS CENTER serves all members of the Kirkland and Hamilton communities. The Center's facilities include a large snack bar, six bowling lanes, billiards, table tennis, the College bookstore, laundromat, lounges, meeting rooms, offices for student organizations and guest rooms. Many of the meeting rooms are also used for classes. In addition, the building provides gallery space for several student and professional exhibitions during the year.

The BURKE LIBRARY houses the library collections for Hamilton College and Kirkland College. The new $5.4-million building, completed in 1972, gives Kirkland and Hamilton one of the outstanding library facilities in the nation. The Burke Library has been designated by the Central New York Library Resources Council as the Bibliographic and Reference Center for a four-county region.

The library collection numbers 325,000 volumes and is growing at the rate of 10,000 volumes a year. About 1,000 periodicals are received regularly, together with an increasing amount of microprint material. A great deal of additional material is available through interlibrary loan arrangements with other libraries.

Students have free access to the stacks and are instructed in the use of catalogs, bibliographies, reference works and in other research techniques. Research desks for students undertaking independent studies and term papers are provided. Books may be borrowed for a full semester and no library fines are imposed.

Noteworthy among the library's special collections are the Ezra Pound Collection, the Rare Book Collection, the Alumni Collection, the Samuel Hopkins Adams Collection of College and Regional History, the Edward Robinson Collection of books on Palestinian travel and the Walter Beinecke West Indian Collection.

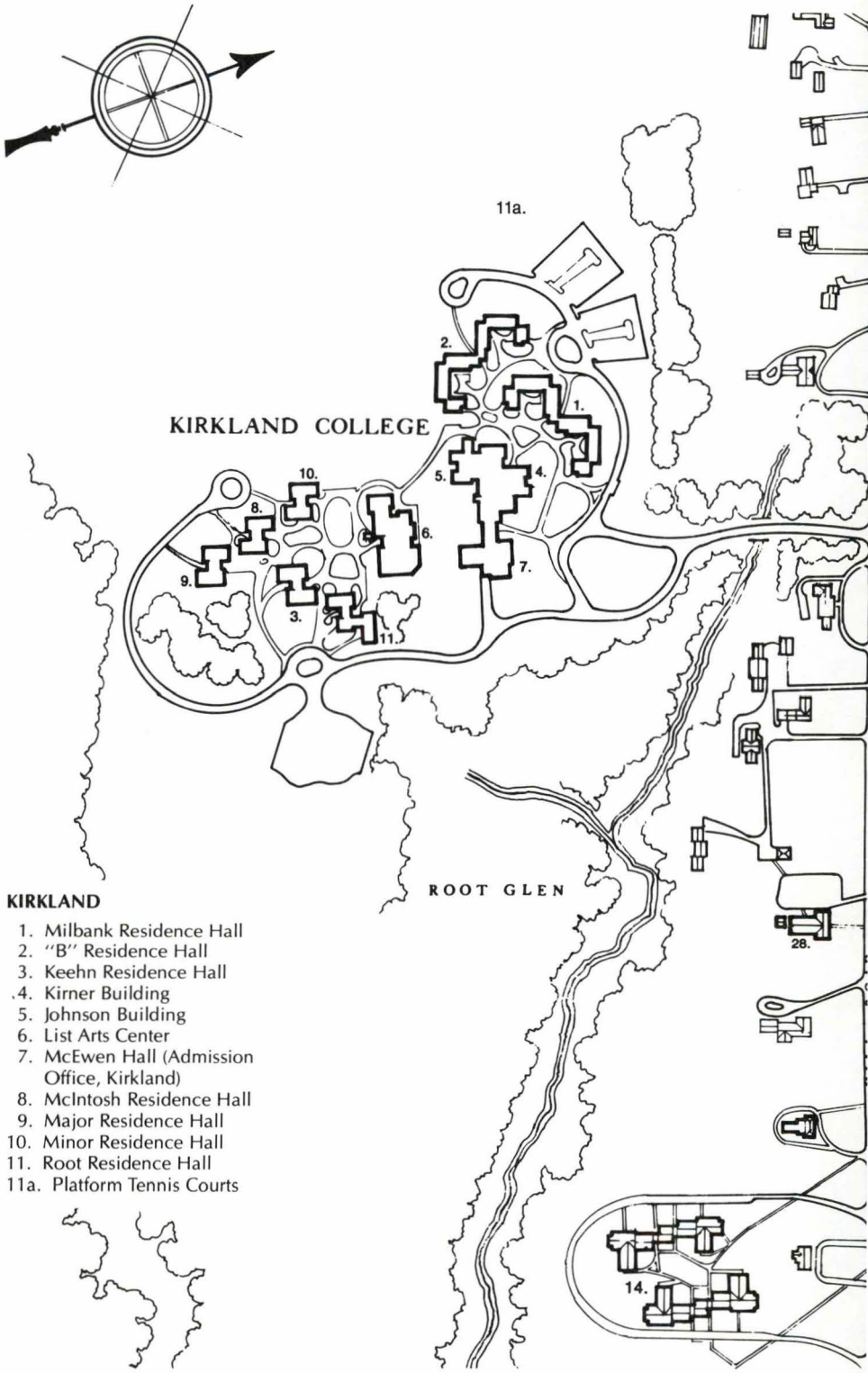
The CHAPEL, designed in 1827 by Philip Hooker, is a fine example of Federal architecture. Located at the center of the Hamilton campus, it is utilized by both Colleges for religious services and public assemblies, concerts, and lectures.

The COMPUTER CENTER for Hamilton and Kirkland is located on the lower level of the Burke Library. Campus computer services are provided by a combination of a local NCR 101 computer system and a 24-hour-a-day remote line to Cornell University's IBM 370–168 computer system. This gives the College communities access to the full capabilities of the most powerful IBM system currently in operation.

The Center offers short courses to students and faculty to prepare them for use of the system and assists them in the preparation and implementation of their projects. Through the Computer Center continuing efforts are being made to use the computer as an integral part of the curriculum.

The MINOR THEATER is a complete remodeling of a building long on the Hamilton campus. It is used for student-run undergraduate productions and college-sponsored work in drama. The basement contains the studios of the Colleges' radio station, WHCL-FM.

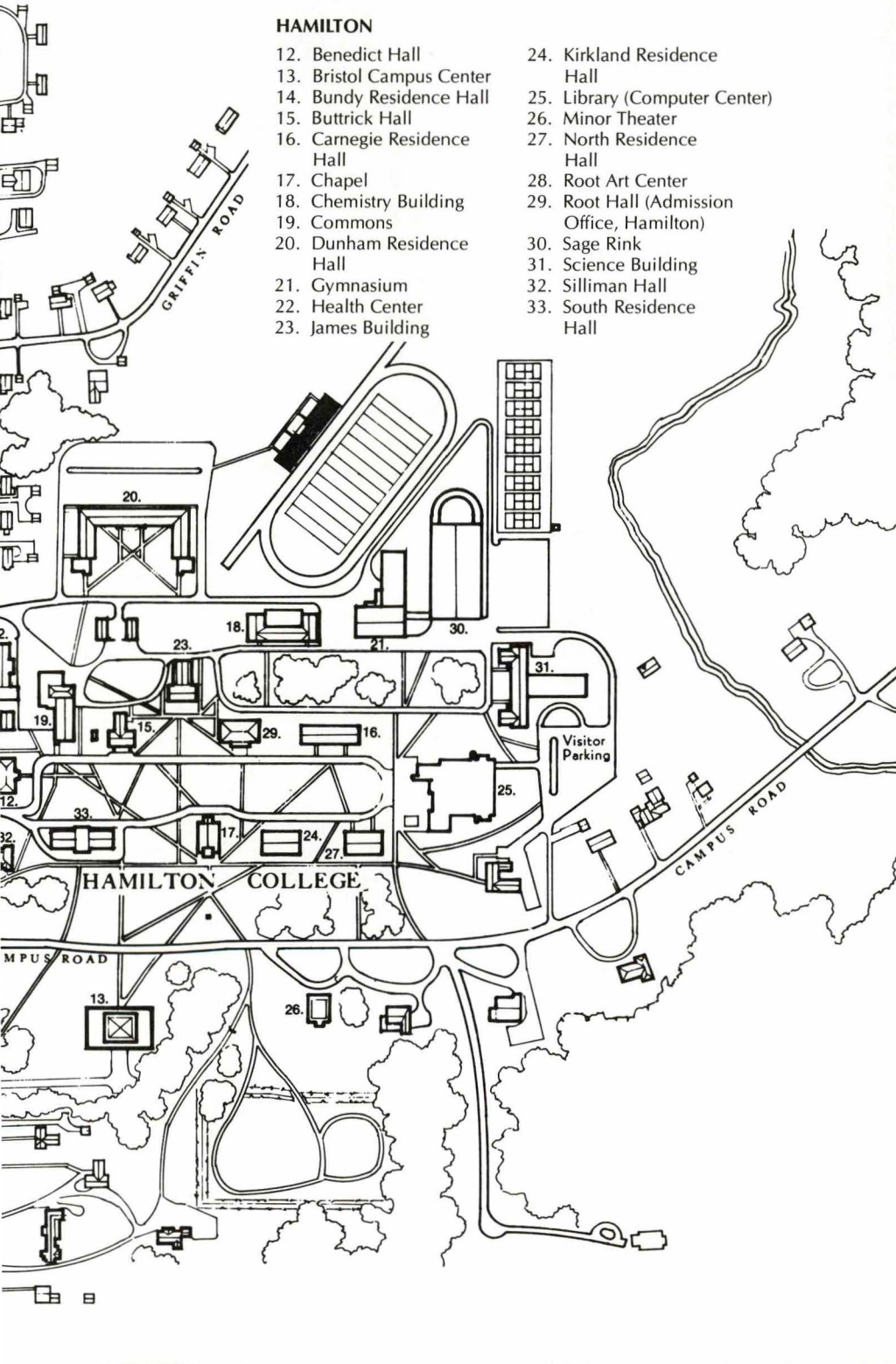
The RUDD HEALTH CENTER, open 24 hours a day, provides two physicians, a full-time clinical psychologist, a consulting psychiatrist, four full-time and five part-time registered nurses as well as a full time X-ray/laboratory technician to the Kirkland and Hamilton communities. The Health Center contains two four-bed wards, three two-bed rooms, and a small emergency room for casts, sutures and minor surgery. There are four treatment rooms containing a whirlpool, microwave and EKG, resuscitator, stomach pump as well as a laboratory and X-ray darkroom.



KIRKLAND

1. Milbank Residence Hall
2. "B" Residence Hall
3. Keehn Residence Hall
4. Kirner Building
5. Johnson Building
6. List Arts Center
7. McEwen Hall (Admission Office, Kirkland)
8. McIntosh Residence Hall
9. Major Residence Hall
10. Minor Residence Hall
11. Root Residence Hall

11a. Platform Tennis Courts


HAMILTON
12. Benedict Hall
13. Bristol Campus Center
14. Bundy Residence Hall
15. Buttrick Hall
16. Carnegie Residence Hall
17. Chapel
18. Chemistry Building
19. Commons
20. Dunham Residence Hall
21. Gymnasium
22. Health Center
23. James Building
24. Kirkland Residence Hall
25. Library (Computer Center)
26. Minor Theater
27. North Residence Hall
28. Root Art Center
29. Root Hall (Admission Office, Hamilton)
30. Sage Rink
31. Science Building
32. Silliman Hall
33. South Residence Hall
GRIFFIN ROAD
HAMILTON COLLEGE
CAMPUS ROAD
Visitor Parking

community governance

Kirkland sees education as a process of individual development in which the academic and the largely personal are inseparable.

The assumption of the College in the academic realm is that insight—intellective knowledge— is the product of disciplined study centered upon course work, that ideas are rarely the exclusive product of any one discipline, and that emphasis on the interrelatedness of disciplines can produce a unique kind of intellectual sophistication. Beyond these considerations there remains the question of the limits of the educational process. To quote from a report of The Hazen Foundation, "To split 'intellectual' from 'other' development seems highly analytic, for in practice, when dealing with an individual, it becomes virtually impossible to separate intellectual from moral and emotional growth."

The College demands much of the individual student from the beginning, believing that our society has generally tended to underestimate the ability of young adults to act responsibly when given genuine, rather than token control of their own behavior.

Kirkland is an institution of higher learning uniquely dependent upon the active involvement and commitment of the people who

are a part of it. Both students and faculty are voting members of seven standing committees of the Board of Trustees, and in the Kirkland Assembly, the College's legislative body, faculty and students share the responsibility for establishing regulations that embrace the social, cultural and academic aspects of the College.

With the ratification of the Kirkland Constitution in 1969 and subsequent creation of the Assembly, an initial statement was made about the participatory nature of the Kirkland community and the belief that Kirkland students have the maturity to join in the conduct of the College's affairs. Policy in regard to such matters as admission, curriculum, degree requirements and student life is discussed and voted upon in the Assembly by student and faculty representatives. Their actions, in most cases, are subject only to the review of the Board of Trustees or the President acting on the Board's behalf. Curriculum decisions are also subject to the review of the Division or Divisions concerned.

A major community review of Kirkland's governance system, to conclude in January 1976, is currently in progress. The Steering Committee of the Assembly will keep the College community informed of any proposed changes.

student life

Kirkland's primary goal is to provide as fine an academic program as possible for its students. It is the task of the Student Affairs Office to complement that function—to help create an environment for optimal intellectual and personal growth. Working together with students on various Assembly committees, the Student Affairs Office forms College policy in regard to residential life, counseling, coordination and women's programs.

RESIDENCE HALLS

Each of Kirkland's seven residence halls includes student living quarters, a seminar room and a faculty resident. This arrangement encourages the informal association of faculty and students, and reflects the College's belief that arbitrary lines between curricular and noncurricular life are unnecessary and are to be avoided.

There are two types of residence halls. Major, Minor, McIntosh, Keehn and Root Halls house between 40 and 90 students each. They are divided into "half-floors" containing four single and four double rooms. Each of the halls has its own public area for guests and gatherings, a small informal lounge on each upper floor and

kitchens for snacks and occasional meals. Milbank and "B" are much larger and are arranged in six-to-eight-student suites. Each suite has one double and either four or six single rooms, as well as its own kitchen and living-dining room. Students are responsible for the care of their own rooms.

One residence hall at Kirkland is a cooperative housing unit. Keehn Hall houses 24 women and 23 men who share cooking and maintenance responsibilities. The cooperative living plan was initiated by a group of Kirkland students and faculty, endorsed by the Board of Trustees and the Assembly and aided by funds from the New York State Dormitory Authority.

Two dormitories, Milbank and Root Halls, have co-ed sections which house 29 Hamilton students. Together with Keehn Hall, this brings the total number of Hamilton students living on the Kirkland campus to 52 men. Likewise, 50 Kirkland students live on the Hamilton campus in North, South and Carnegie Halls.

STUDENT ADVISERS

Each entering student is assigned a student adviser who was chosen for her understanding of Kirkland and for her concern for the quality of residential life at the College. Student advisers work closely with the Dean of Student Affairs and can help new students adjust to life at Kirkland.

HEALTH

Kirkland and Hamilton share the Thomas Brown Rudd Health Center. The Health Center, open 24 hours a day, provides two physicians, a full-time clinical psychologist, a consulting psychiatrist, four full-time and five part-time registered nurses as well as a full-time X-ray/laboratory technician. Comprehensive gynocological services are available to Kirkland students both directly through the Health Center and through consultants in the Utica area. Excellent specialized medical care can be obtained in Utica and consultations with specialists are arranged as needed. The Health Center will assist the student in scheduling appointments with specialists. Fees for specialists are the student's own responsibility.

Charges

Payment of the overall fee (see "Overall Fee" section under Finances) entitles students to all the services which are offered by the Health Center. The student is charged for medicines which cost in excess of $1.50 and for some laboratory tests. A list of specific charges may be found in the *Student Handbook*.

Off-campus medical services are not included in the overall fee, and friends of students may be treated only as private patients. Inpatient board is not included in the overall fee and is charged at the current rate, unless the student is on the College food plan, in which case she will receive credit for meals missed while in the Health Center. It should be noted that the student is responsible for all care given outside the Health Center with the exception of injuries sustained during participation in scheduled school athletics.

Accident Insurance

Group accident insurance is extended without separate charge to all regularly enrolled students who pay the overall fee.

The Basic Plan will cover the actual cost of up to $500 of any medical or surgical treatment, including hospitalization, the services of trained nurses and other necessary medical charges that may be required as the result of an accident. Excluded, however, are all such charges that may be incurred at the College operated Health Center and those accruing from dental X-rays. There is a $50 deductible clause applying to each accident except those injuries received in varsity sports participation or in approved intramural athletic contests.

In addition to the Basic Plan, the College has a Major Medical Plan. Under this plan, the student is covered under a policy which pays 80% of expenses resulting from an accident and in access of $500 up to a maximum of $7,500 per accident.

Coverage under both plans runs *ten months,* September through June, for all accidents whether sustained at the College or elsewhere. All bills and charges in connection with a given accident must be presented to the College within two years of the time of the incident. Please note that this insurance coverage is for *accidents only.*

To be assured of twelve-month protection and coverage of illness beyond the provisions of Kirkland's ten-month health services, a student should be included under her family's health insurance plan.

Except as described above, the College assumes no responsibility for medical or health services to students.

Health Information Form

Each student must complete a self-administered "Health Information Form" prior to fall registration. This information is reviewed by the college physician and provides basic data for future care and treatment.

JOBS/PLACEMENT

The College makes every effort to open a variety of campus jobs to students and to assist in the search for summer jobs that can provide some measure of useful experience. Students are encouraged to project possible post-graduate plans as soon as possible and to inform the College of those plans, no matter how tentative, so that advice and counsel can be made available. Students should consult their advisers, the Dean of Academic Affairs and the Career Center. In combination, these resources can help to bring goals into sharper focus, outline a program of work and study supporting those goals and direct students to appropriate opportunities for study and/or employment after graduation.

Information on employment and materials on graduate study are located at the Career Center, a joint office serving both Colleges. Students should realize that the Career Center is the clearing house for all job opportunities made known to the College—permanent, summertime, part-time, on-and-off campus. Directories, indexes, vocational files and general information on industries, government agencies and school systems are at hand along with graduate school catalogs and brochures on foreign and summer study. During the fall, on-campus interviews are scheduled with representatives of various graduate and professional schools; in the spring, interviews are scheduled with major employers visiting the campus.

So that students have the opportunity to explore fields of interest "first-hand," the Career Center has developed a career exploration program involving several hundred Hamilton Alumni and Kirkland Alumnae and Associates. These people wish to provide information about various aspects of their professional roles. They have indicated a strong interest in talking with students, giving suggestions for internships, and obtaining advice and leads for summer and post-graduate employment. They will also participate in on-campus career seminars.

To aid students with references and career information after graduation the Career Center will maintain, at the student's request, a placement file. Students are urged to consult with the Director of the Career Center, Bunny Lieberman, for assistance in developing plans for future study or employment.

WATROUS PRIZES

The George A. Watrous Prizes are awarded annually to those students at Kirkland College whose manuscripts in the categories of poetry, fiction and literary criticism are judged the best to be submitted in competition. The prizes, in the form of cash awards, are made

possible through the generosity of Mrs. Edgar W. Couper of Binghamton, New York, and are established in memory of her father, the late George A. Watrous. $75 is awarded to winners in each of the categories and an additional $25 is awarded to the winner whose work is considered most promising.

Selection of the winners is made by a panel of at least three judges appointed annually from the Kirkland faculty. The judges reserve the right not to make an award in any category in a year in which the entries, in their opinion, do not warrant such recognition.

Requirements for submission of manuscripts and the system by which the authors remain anonymous to the judges during the selection process will be announced annually. Selection of the winners will be made during the second semester.

RELIGION

The religious program of Kirkland and Hamilton reflects the diversity of interest within the community. Two college chaplains are available for personal counseling. The Interfaith Forum, made up of students and faculty working with the chaplains, sponsors a variety of religious and social activities. Congregations in Clinton and Utica represent all major denominations and the Dean of Student Affairs Office maintains an updated schedule of local services. Home hospitality is arranged with families in Utica, New Hartford and Clinton for Jewish students during the High Holy Days. (For further information, contact the Office of Student Affairs.)

ATHLETIC PROGRAM

Kirkland has an entirely voluntary program in athletics. A Coordinator of Athletic Activities and a full-time instructor/coach provide instruction, coach athletic teams and organize other athletic activities. Instruction is offered, on a co-ed basis where appropriate, in tennis, swimming, badminton, volleyball, self-defense, physical fitness, ice skating and golf. There are intramural opportunities in swimming, track, volleyball, badminton and softball as well as informal co-ed soccer. The College fields a varsity and junior varsity tennis team and an intercollegiate field hockey team.

For those with a special interest in the out-of-doors, the Outing Club (for a small membership fee) offers a wide variety of seasonal activities such as canoeing, hiking, skiing, snow shoeing and tobogganing as well as the opportunity to borrow from its well stocked equipment room. Most Hamilton sports facilities, including a golf course, swimming pool, tennis and squash courts, baseball diamond and skating rink, are open to Kirkland at specified hours. Kirkland has two

all weather platform tennis courts which are open night and day on a sign-up basis. Area facilities are used for horseback riding and sailing.

EXTRACURRICULAR ACTIVITIES

The range of extracurricular activities at Kirkland is as broad as the interests of the students who initiate the activities. They now include a student-run coffee house, the Women's Center, a literary magazine, a yearbook, several musical groups, the Hamilton-Kirkland Choir and the Hamilton-Kirkland Brass Choir. There are also numerous other Hamilton-Kirkland joint activities, including *The Spectator,* the Colleges' weekly newspaper; WHCL, the Colleges' radio station; and an annual folk festival. The Black and Puerto Rican Union operates as part of the Afro-Latin Cultural Center. There are four film societies at Kirkland and Hamilton, including a women's film society, which show weekly films. In addition to drama and dance within the Arts Division, there are extracurricular dramatic productions and modern dance classes. For a complete listing of extracurricular activities, see the *Student Handbook.*

There are no sororities at Kirkland College.

AUTOMOBILES

Student cars on the Kirkland campus are limited to the number of parking spaces available. These spaces are assigned first to seniors, then to juniors, and then to sophmores and freshmen. Few spaces, if any, are available to sophomores and freshmen, except, of course, for those with physical disabilities.

All cars parked on campus must be registered at the Office of Institutional Affairs and must bear a bumper sticker as a sign of that registration. Evidence of ownership and insurance is required for registration. The registration fee is ten dollars. Owners of unregistered cars must make private arrangements for off-campus parking.

Unregistered cars and those parked in areas where parking is not allowed will be ticketed and, if necessary, towed away at the owner's expense.

admission

Kirkland actively seeks a diverse student body representing all races, creeds and backgrounds. The College admits women who show evidence of intellectual commitment, self-motivation and solid academic achievement. The curricular structure of the College includes seminars, lectures, independent study, field projects and options for work-study, all of which require a high degree of intellectual stamina and self-discipline.

CREDENTIALS

Kirkland expects a strong secondary school academic program usually including four years of English, four years of a foreign language, three years of mathematics, two years of social science and two years of laboratory science. Course work varying from this pattern is acceptable, provided that it represents a solid college preparatory program. The Admission Committee takes into consideration the academic depth of each applicant's secondary school background.

Applicants should take the Scholastic Aptitude Test (SAT) administered by the College Entrance Examination Board no later than January of their senior year. While the Admission Committee considers the SAT very useful in evaluating applications, it is the policy of

the Committee not to pre-screen applicants through the use of cut-off scores. Although not required, Achievement Tests are very useful and may be submitted in support of an application. Students are encouraged to take the English Achievement Test. (The CEEB code number for Kirkland College is 2349.)

Foreign students are required to take either the Test of English as a Foreign Language (TOEFL) or the SAT.

Applicants often submit a portfolio or tape of their work, especially if they are planning to concentrate in the arts. Portfolios must include a minimum of 12 slides of *completed* work. Tape recordings may be submitted either in cassettes or open-reel format. If open-reel, they should be 1/4 inch, no thinner than one mil and recorded at 7 1/2 i.p.s. Portfolios and recordings will be evaluated by the Arts Division faculty. Students who wish to speak to a member of the Division about their work *must make an appointment in advance through the Admission Office.* Postage-paid return envelopes should be provided if work is to be returned.

Additional application material consists of a high school transcript, transcripts of any college courses taken, letters of recommendation from a guidance counselor and two teachers, and an example of expository prose written as a class assignment.

INTERVIEW

An interview is extremely helpful to both the candidate and the College. Unless the distance is prohibitive, each applicant should make arrangements for such an interview on the Kirkland campus by writing to the Admission Office, which is open Monday through Friday from 9:00 a.m. to 4:30 p.m. During the academic year, the office is open from 9:00 a.m. to 12:00 noon on Saturday mornings and on Saturday afternoons by special appointment. Except in a case of unusual circumstances, no interviews are scheduled from March 1 to mid-April. This is in order that all applications may be given proper attention and consideration.

The Admission Office recommends that a prospective student plan to visit the campus while classes are in session. The College prefers that a student have her admission interview during her senior year, since senior interviews are most useful to both the candidate and the Admission Committee. However, exploratory visits from juniors are welcome. If a prospective student feels that she will be unable to return to the College for a senior year interview, she should request an interview at an earlier time.

Since the Admission Office staff will be traveling to various parts of the United States, and since a number of Kirkland's graduates have

been asked to interview prospective students, we are able to give off-campus interviews to some applicants. Any applicant unable to visit the campus should write to the Admission Office as early in the fall as possible to ask for an interview near her home.

TRANSFER ADMISSION

Students who have completed no more than two years at another college may apply as transfers to Kirkland. A transfer applicant should have a strong academic record at the institution she is currently attending.

MID-YEAR ADMISSION

Kirkland will accept applications from both freshmen and transfers who wish to enroll for the spring term of the academic year.

DEADLINES	*Application Deadline*	*Decisions Mailed*
Freshmen		
To enroll spring term	December 1	December 15
To enroll fall term	March 1	April 15
Transfers		
To enroll spring term	December 1	December 15
To enroll fall term	March 15	April 15

When a student's application is complete, the Admission Office will notify her by postcard. Until an applicant receives this notification, she may assume that some part of her application is missing.

EARLY DECISION

An Early Decision Plan is available to students who are certain that Kirkland is their first choice. Each Early Decision candidate will receive a decision two weeks after her application is complete. If accepted, she must withdraw all previously filed applications and agree not to apply elsewhere.

Students may apply for Early Decision until February 1. After that date, an incomplete Early Decision application will automatically be considered a regular application.

EARLY ADMISSION

Kirkland firmly believes that most students profit from the full four years of secondary school. However, able and mature candidates who wish to complete their high school program in three years are welcome to apply. In evaluating Early Admission applications, the

Admission Committee looks for a strong academic record and evidence that the applicant is intellectually and emotionally mature enough to take full advantage of the autonomy and responsibility inherent in a student's role at Kirkland. An interview is *required* of all Early Admission candidates.

Students who are applying for Early Admission may not apply under the Early Decision Plan.

DEFERRED ADMISSION

The Deferred Admission program was established to accommodate students who wish to postpone college because they have made other plans for the academic year following their graduation from high school. An applicant interested in this program should follow the regular application procedure. She should express her interest in deferring admission either at the time of application or when she receives the offer of admission. A Deferred Admission applicant is notified of the Admission Committee's decision along with regular applicants in the spring; a commitment deposit is due at that time.

ADVANCED PLACEMENT

Advanced placement and/or credit may be given to well-qualified students on the basis of excellent secondary school work, honor grades on the Advanced Placement Examinations of the CEEB and other appropriate evidence. (See page 20, "Credit by Examination.")

VISITING STUDENT PROGRAM

Kirkland is happy to accept applications for Visiting Student status. A Visiting Student is admitted to Kirkland for one semester or a year on the basis of work completed at another college. She matriculates for a full course load, lives in the Kirkland dormitories and participates fully in the life of the College. The Dean of Academic Affairs will function as the adviser of a Visiting Student except when it seems appropriate to refer her to a faculty member in the student's field.

Applications (available from the Admission Office) must be submitted by December 1 for spring semester. Applications must be submitted by March 15 for fall semester. Applicants will be notified of acceptance decisions by December 15 and April 15.

A Visiting Student who subsequently decides to apply for transfer admission must follow the procedure described above. In such a situation, a Visiting Student has no particular advantage over any transfer applicant.

GUEST SENIOR PROGRAM

Under special circumstances a student may apply to be a Guest Senior at Kirkland. This means that while a student from another college may attend Kirkland during her senior year, she does so as a member of another college. She must make arrangements with her own college to fulfill its requirements and to receive permission to graduate from her college after completion of her senior year at Kirkland. A Guest Senior does not receive a Kirkland degree.

KIRKLAND FOR ALL WOMEN

Kirkland welcomes applications from women of all ages. The Kirkland for All Women Program is a special admission and counseling structure for women who are contemplating either starting or completing their college education after they have been out of school for some length of time.

All Kirkland and Hamilton courses are open to the students in the program. These students may study part-time or full-time; they may take one course or as many as four. Under this program, women may apply for admission as B.A. candidates or as special students who wish to take courses for credit without matriculating. Women who are not seeking credit for their studies may audit courses.

Further inquiries should be directed to the Director of the Kirkland for All Women Program, Cynthia Allen. (For information concerning tuition and financial aid, see Finances.)

HIGHER EDUCATION OPPORTUNITY PROGRAM

Kirkland participates in the New York State Higher Education Opportunity Program (HEOP) which is designed to provide a wide range of services to qualified applicants who, because of educational and economic credentials, would otherwise be unable to attend college. These services include a summer session in preparation for admission to college, counseling services and tutoring. Kirkland College financial aid funds are available to students admitted under HEOP.

finances

EXPENSES

Overall Fee

Payment of Kirkland's overall fee entitles a student to tuition, room and board, certain health services and official student activities. It does not include charges for certain non-curricular activities such as horseback riding, which must be arranged for on an individual basis. For a full-time resident student the overall fee is $4,975; for a full-time non-resident student, $3,525. College semester bills are mailed directly to students July 15 and early in December. Checks should be made payable to Kirkland College and mailed to the Kirkland College Business Office, Clinton, New York 13323. Payments must meet the following schedule:

Fees 1975–76	*Resident*	*Non-Resident*
On or before April 1975	$ 500.00	$ 500.00
On or before August 15, 1975	1,987.50	1,262.50
On or before January 20, 1976	2,487.50	1,762.50
Total	$4,975.00	$3,525.00

Student billings allocate the total cost to the following categories:

	Per Semester	*Per Year*
Tuition and Fees	$1,762.50	$3,525.00
Room	350.00	700.00
Board	375.00	750.00
Total	$2,487.50	$4,975.00

Note: For cost purposes Winter Study is included in the first semester. Students beginning in the second semester with Winter Study will be charged an additional $325 for that period.

Increases

The current policy of the Kirkland College Board of Trustees is that the College must make periodic fee adjustments to compensate for rising costs. Notices of such changes are normally given in the preceding academic year, and insofar as possible, the College makes compensatory adjustments in financial aid to current and incoming students who apply and qualify for such aid.

Commitment Deposit

The commitment deposit is required of incoming students in the amount of $250 and should accompany the applicant's acceptance of the College's offer of admission.

Matriculation Fee

An annual $500 non-refundable Matriculation Fee is required of all currently enrolled students in order to reserve a place in the next academic year's class. The fee is applied toward the fall semester charges and payment is due by April 1. Payment of the fee assures the student that her plans for the fall semester will be completely reviewed in the Registrar's Office during preregistration in April. Otherwise, course cards are not processed, the student's name does not appear on class lists for acceptance by the professor, nor does the student receive notice of her official course registration.

Damage Deposit

Before a room will be assigned for the coming semester, a total of $50 must be on deposit in the student's name. This deposit is carried from year to year in a separate account. It cannot be applied toward semester charges, and it must be replenished when charges are levied against it—for loss of keys, fines, breakage, property or room damage—so that at all times the deposit is maintained at $50.

The cost of repairs due to abnormal damage will be charged against the individual or individuals responsible for the damage. When culpability cannot be determined, the cost will be levied equally against all residents using the area in common, which in some cases may be defined as the entire dormitory.

The $50 deposit is not to be taken as a limit of liability; the full cost of repairs, even if it exceeds $50, will be charged against the appropriate student accounts as outlined above.

The deposit less reductions will be refunded upon graduation. Refunds will also be made to students withdrawing or going on leave if notice of official leave or withdrawal for the coming year is received in the Dean of Student Affairs Office before April 1.

Responsibility for administering the College's policy on room damage rests with the Director of Residence. The Kirkland Assembly Legislative Handbook contains a full and detailed statement of this policy, on page 57, at VI, 9 Student Life Motion 74/75-1.

Note: Damage deposits will be placed in a special interest bearing account and interest is credited annually to the student's account less 1% per annum to cover administrative costs.

Graduation Fee

There is a $20 Graduation Fee required of all seniors. The fee is charged to the second semester bill.

Refund Policy

All refunds to a student withdrawing from the College will be based upon the date on which the student, her parent or guardian notifies the Dean of Academic Affairs of her withdrawal. The College policy on the refund of payments to students who withdraw voluntarily, or due to illness or who are dismissed during any semester is stated below. No other refunds are possible.

TUITION. That portion of the overall fee allocated to tuition is refunded as follows:

(1) Withdrawal or dismissal during the first two weeks of the semester: 80% of semester tuition.

(2) Withdrawal or dismissal during the first four weeks of the semester: 40% of semester tuition.

(3) Withdrawal or dismissal during the first six weeks of the semester: 20% of semester tuition.

(4) After six weeks: no refund.

BOARD. The College prorates that portion of the overall fee allocated to board.

ROOM DAMAGE DEPOSIT. Refund will be made as previously stated.

Nonpayment

A student may not register for classes unless payment for the semester has been made in accordance with the payment schedule, and no student whose bills are unpaid may receive a degree or obtain a transcript of her record.

Special Fees

A full-time program of study, as covered by the annual overall fee, is three or four courses per semester, two semesters a year, with the option of over-electing; i.e., enrolling in a fifth course once without extra charge during the student's tenure at the College.

The following fee schedule applies to those students who are either carrying overelections or have part-time status.

Course fee	$450
Field work fee	450
Audit fee	100

The following fee schedule applies to those students who are taking courses in absentia.

Work/Study fee	$500
Senior Project fee	300
Independent Study fee	250
Field Work fee	250

If Winter/Study is not included in the first semester bill, it is charged as follows:

Winter Study fee, total	$325
Tuition	175
Room and Board	150

FINANCIAL AID

The College will allocate its funds for financial aid on the basis of demonstrated financial need, as determined through the needs analysis procedures of the College Scholarship Service (CSS), to those applicants who have qualified for admission. All applicants seeking financial aid should submit a financial statement (PCS or SFS) to the College Scholarship Service by February 15. Because these funds are limited, applicants for aid should make every effort to obtain outside support.

New York State Regents Scholarships and Tuition Assistance Program Awards may be applied to Kirkland's tuition, and loans through the New York Higher Education Services Corporation are available. (The loan and scholarship programs of many other states may be used as well.) National Merit Scholarships are also applicable at Kirkland.

In addition, Kirkland administers three of the federal government's campus based Student Financial Aid Programs. These include National Direct Student Loans; the College Work-Study Program under which students may work during the school term and vacations, on-campus or at approved off-campus agencies; and Supplemental Educational Opportunity Grants, which are direct grants awarded in amounts up to $1,500 per year to students who demonstrate exceptional financial need.

Candidates may also be eligible for funds from the Basic Educational Opportunity Grant Program, but must apply directly to the United States Office of Education or their designated processor.

Kirkland awards scholarships, loans and jobs, usually in combination. Various jobs are available, primarily on the campus, ranging from dining hall and library positions to research for faculty. Most campus jobs are awarded as part of the financial aid package; thus, any student desiring a campus job should submit the Parents' Confidential Statement to the Director of Financial Aid. In addition, the campus Career Center works with the Financial Aid staff in locating jobs for students (including students who are not on financial aid) during the academic year as well as for summer employment.

If after financial aid has been awarded, the student receives additional aid from outside sources or if other awards exceed the College's estimate, the College's award must be decreased accordingly.

Financial aid awards are not renewed automatically. Students who wish to be considered for a renewal of an award must file application materials with the Director of Financial Aid by March 15 of each year.

If a student enters Kirkland without financial aid and subsequent changes in her family's financial situation make assistance necessary, the College will make every effort to help her. However, it should be understood by applicants and parents that it is unwise for a student to exhaust her resources during the first year of college in the hope of receiving scholarships and/or other awards for the three remaining years. Since the College's major responsibility is to those who enter with financial aid, all those who need financial aid are strongly advised to apply for aid when they apply for admission, as well as to investigate all other possible sources of financial assistance.

Special Scholarships

The following special funds have been established in support of Kirkland's financial aid program. All awards are made on the basis of need. Further information is available through the Office of Financial Aid.

The ELYN CHENEY BAGPIPE SCHOLARSHIP FUND. The scholarship provides aid to the College Piper, whose responsibilities are to play at the opening convocation, commencement and other ceremonial occasions. Any student otherwise qualified to attend Kirkland, who demonstrates exceptional ability as a piper, may apply for the scholarship.

The EDWARD JOHNSON DIETZ MEMORIAL SCHOLARSHIP FUND. These scholarships are awarded to deserving students at the discretion of the College. Preference will be given to students from the Syracuse area.

The LILLIA BABBITT HYDE FOUNDATION SCHOLARSHIP FUND. These scholarships are awarded to deserving students at the discretion of the College. Preference will be given to students from the New York area.

The MARGARET AND ARTHUR E. MOOG SCHOLARSHIP FUND. These scholarships are awarded to deserving students at the discretion of the College who might not otherwise be able to attend Kirkland.

The PRESSER FOUNDATION SCHOLARSHIP AID GRANT. The Presser Foundation Department of Scholarships annually makes scholarship grants to colleges and universities in the United States to underwrite a portion of the cost of undergraduate tuition for students who are preparing to become teachers of music. The Foundation chooses the college and the college selects the student or students who are to benefit through these scholarships. The recipient or recipients in each institution shall be selected by the President and the Head of the Music Department, who shall be guided solely by considerations of merit. Preference shall be given to those who expect to become teachers of music and, all other qualifications being equal, students needing financial assistance shall have priority.

The UTICA FOUNDATION SCHOLARSHIPS. These scholarships are awarded to a student or students from the immediate Utica area at the discretion of the College.

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Kirkland Faculty

Hamilton Faculty

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Louis Ouimette
Operations Manager of the Computer Center

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Systems Analyst, half-time, Computer Center

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Director of the William M. Bristol Campus Center

David A. Cannamela
Manager of the College Store

Lettie Tourville
Supervisor of the Edward W. Root Art Center

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Chaplain of Hamilton College
and Lecturer in Religion, Hamilton College

The Rev. Paul Drobin, M.A., University of Detroit
Newman Chaplain

Jointly for Hamilton College and Kirkland College

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Registrar

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C. Christine Johnson, B.A., University of Maryland
Director of Higher Education Opportunity Program

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Director of Minor Theater

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Medical Director

Harold P. Rizika, M.D., Syracuse University School of Medicine
Associate Medical Director

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Resident Clinical Psychologist
and Associate Professor of Psychology, Kirkland College

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Consultant in Radiology

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Supervising Nurse

Ellen Conway, R.N.
Nurse

Paula M. Lorraine, R.N.
Nurse

Martha McNeill, R.N.
Nurse

Barbara Faville
X-ray and Lab Technician

Burke Library

Walter Pilkington, M.A., University of Chicago
Librarian

Vittoria I. Mondolfo, Dott. Chim., University of Rome
Assistant Librarian

Frank K. Lorenz, M.L.S., SUNY at Albany
Reference Librarian

Ronald F. Dow, M.L.S., Syracuse University
Assistant Reference Librarian

Keith Washburn, M.L.S., SUNY at Albany
Assistant Reference Librarian

Joan Wolek
Interlibrary Loan Librarian

Helene M. Browning
Circulation Librarian

L. Evelyn Canfield
Assistant Circulation Librarian

Abigail Morton
Order Librarian

Ruth Melvin
Serials Librarian

Dorothy D. Buckley
Emerson Librarian

Betty O'Brien
Science Librarian

THE KIRKLAND FACULTY

Arts Division

Nathan Boxer, Chairman and Associate Professor of Film
Queens College, 1946–48
New School for Social Research, 1948–50
New York Photo League, 1950–51

Carol A. Bellini-Sharp, Assistant Professor of Drama and Co-Director of the Theatre
B.A., Pennsylvania State University, 1966
M.A., Pennsylvania State University, 1966
Ph.D., Carnegie-Mellon University, 1971

Michael Burkard, Assistant Professor of Creative Writing
B.A., Hobart College, 1968
M.F.A., University of Iowa, 1973

Jerry Dodd, Assistant Professor of Sculpture
B.S., Central Michigan State University, 1965
M.F.A., University of Oregon, 1967

Tess Gallagher, Assistant Professor of Creative Writing
B.A., University of Washington, 1968
M.A., University of Washington, 1971
M.F.A., University of Iowa, 1974

Hugh Hartwell, Assistant Professor of Music
Associate Diploma, McGill University, 1964
Mus.B., McGill University, 1964
M.A., University of Pennsylvania, 1969

Sharyn Heiland, Assistant Professor of Dance
B.A., Florida State University, 1967
M.A., Florida State University, 1968

Leo Hurwitz, Visiting Artist
B.A., Harvard College, 1930

Steven Liebman, Assistant Professor of Film
B.A., Brooklyn College, 1966
M.F.A., Rhode Island School of Design, 1970

Robert B. Muirhead, Associate Professor of Visual Arts
B.F.A., Rhode Island School of Design, 1961
M.F.A., Boston University, School of Fine Arts, 1964

Kilsung Oak, Visiting Instructor of Music
B.A., Kyung Hee University, 1966
M.A., Long Island University, 1971

Robert Palusky, Assistant Professor of Ceramics
B.F.A., Wisconsin State University, 1967
M.A., Wisconsin State University, 1968
M.F.A., Rochester Institute of Technology, School of American Craftsmen, 1969

Neva Pilgrim, Adjunct Assistant Professor of Voice
B.A., Hamline University, 1960
M.M., Yale University, 1962
Academy of Music, Vienna, 1963–64

William Rosenfeld, Professor of Creative Writing (On leave 1975–76)
B.A., Utica College of Syracuse University, 1951
M.A., University of Minnesota, 1954
Ph.D., University of Minnesota, 1961

William Salzillo, Assistant Professor of Visual Arts
B.A., Middlebury College, 1968
B.F.A., Rhode Island School of Design, 1971

Rodney John Umlas, Assistant Professor of Theatre
B.A., Cornell University, 1966
M.F.A., Columbia University, 1968

Mary Jane Warner, Assistant Professor of Dance
B.A., University of Toronto, 1963
M.A., Ohio State University, 1971
Ph.D., Ohio State University, 1974

Humanities Division

Peter T. Marcy, Acting Chairman and Professor of History
A.B., Hamilton College, 1959
M.A., Claremont Graduate School, 1960
Ph.D., Claremont Graduate School, 1964

Samuel F. Babbitt, Professor of American Literature
and President of the College
B.A., Yale College, 1953
M.A., Yale University, 1957
Ph.D., Yale University, 1965

George W. Bahlke, Associate Professor of Literature
B.A., College of the University of Chicago, 1953
B.A., Swarthmore College, 1955
M.A., The University of Chicago, 1956
Ph.D., Yale University, 1960

Esther Barazzone, Acting Instructor of History
B.A., New College, 1967
M.A., Columbia University, 1968

Ursula S. Colby, Professor of Literature (On leave 1975–76)
B.A., Barnard College, 1950
M.A., Columbia University, 1952
Ph.D., Columbia University, 1961

Catherine S. Frazer, Professor of Philosophy and Dean of Academic Affairs
B.A., Wellesley College, 1946
M.A., Yale University, 1948
Ph.D., Yale University, 1951

William Hoffa, Associate Professor of Literature
B.A., University of Michigan, 1961
A.M., Harvard University, 1962
Ph.D., University of Wisconsin, 1967

Daniel J. Lasker, Instructor of Judaica
B.A., Brandeis University, 1971
M.A., Brandeis University, 1971

Ralph E. Lieberman, Assistant Professor of Art History
B.A., Brandeis University, 1961
M.A., New York University, 1964
Ph.D., New York University, 1972

Stephen Lipmann, Assistant Professor of Literature (On leave 1975–76)
A.B., Antioch College, 1962
Ph.D., University of Oregon, 1972

David S. Locke, Assistant Professor of American Studies
B.A., Cornell University, 1962
M.A., Cornell University, 1964
Ph.D., Brown University, 1971

David B. Miller, Assistant Professor of History
B.A., Yale College, 1965
M.A., Yale University, 1967
M.Phil., Yale University, 1969
Ph.D., Yale University, 1971

Phyllis S. Morris, Assistant Professor of Philosophy
B.A., University of California at Berkeley, 1953
M.A., Colorado College, 1963
Ph.D., University of Michigan, 1969

Ellen Joan O'Brien, Instructor of Literature; 1975–76 Alumnae Instructor
B.A., Kirkland College, 1972
M.A., Yale University, 1974
M.Phil., Yale University, 1975

Nancy S. Rabinowitz, Assistant Professor of Literature
B.A., City College, City University of New York, 1967
M.A., University of Chicago, 1972

Peter J. Rabinowitz, Assistant Professor of Literature
B.A., University of Chicago, 1965
M.A., University of Chicago, 1965
Ph.D., University of Chicago, 1972

Richard Roelofs, Associate Professor of Philosophy
B.A., Ohio Wesleyan University, 1953
B.D., Yale University Divinity School, 1956
A.M., Harvard University, 1965
Ph.D., University of Rochester, 1968

Carol S. Rupprecht, Assistant Professor of Literature
B.A., University of Virginia, 1962
M.A., Yale University, 1963
M.Phil., Yale University, 1973

Dale Sorenson, Visiting Assistant Professor of Literature
B.A., St. Olaf College, 1961
M.A., University of Iowa, 1967
Ph.D., Bowling Green State University, 1975

Heinrich H. Stabenau, Assistant Professor of Literature
A.B., Williams College, 1961
Ph.D., Princeton University, 1971

Jerrald L. Townsend, Instructor of History (On leave spring, 1976)
A.B., University of North Carolina at Chapel Hill, 1963
M.A., Washington University, 1966

Richard Werner, Assistant Professor of Philosophy
B.A., Rutgers University, 1970
M.A., University of Rochester, 1973
Ph.D., University of Rochester, 1974

Sciences Division

Nadine George, Chairwoman and Assistant Professor of History of Science
A.B., University of Minnesota, 1946
M.A., Columbia University, 1950
M.A., Southern Methodist University, 1968
Ph.D., Cornell University, 1974

Robert Ellison, Assistant Professor of Computer Science
B.A., Lewis and Clark College, 1965
M.S., Purdue University, 1967
Ph.D., Purdue University, 1970

Sue Ann Miller, Assistant Professor of Biology
B.A., University of Colorado, 1969
M.A., University of Colorado, 1971
Ph.D., University of Colorado, 1973

Frank Price, Assistant Professor of Biology
A.B., Hamilton College, 1968
Ph.D., University of Colorado, 1974

Eugene C. Putala, Professor of Botany
B.S., University of Massachusetts, 1950
M.S., University of Massachusetts, 1952
Ph.D., University of California at Berkeley, 1965

Ruth Rinard, Assistant Professor of History of Science
B.A., Milwaukee Downer College, 1963
M.A., Cornell University, 1965
Ph.D., Cornell University, 1968

Social Sciences Division

David A. Begelman, Chairman and Associate Professor of Psychology
B.A., Brooklyn College, 1955
M.A., New York University, 1960
M.A., Yeshiva University, 1961
Ph.D., Yeshiva University, 1966

John M. Bacheller, Assistant Professor of Government
B.A., Lehigh University, 1967
Ph.D., Syracuse University, 1972

Walter Broughton, Assistant Professor of Sociology (On leave 1975–76)
B.A., Colgate University, 1963
M.A., Cornell University, 1966
Ph.D., Cornell University, 1973

Sandra H. DeMyer-Gapin, Assistant Professor of Psychology
B.A., University of Hawaii, 1965
Ph.D., University of Washington, 1970

Dennis Gilbert, Instructor of Sociology
B.A., University of California at Berkeley, 1965
M.A., University of Oregon, 1971

David J. Gray, Professor of Sociology
B.A., Pennsylvania State University, 1952
M.A., Pennsylvania State University, 1955
Ph.D., Pennsylvania State University, 1957

Evelyn Hendricks, Assistant Professor of Education
B.A., Syracuse University, 1954
M.Ed., Springfield College, 1967

Robert Kautz, Instructor of Anthropology
A.A., Sacramento City College, 1969
B.A., University of California at Davis, 1972

Marvin M. Kowalewski, Assistant Professor of Education
B.S., Murray State University, 1962
M.A., Ball State University, 1967
Ph.D., Kent State University, 1973

Judith Lindmark, Visiting Instructor of Psychology
B.A., Wells College, 1970

Janet Lowry, Instructor of Sociology
B.A., Hanover College, 1971
M.A., University of North Carolina at Chapel Hill, 1973

Don T. Muilenberg, Associate Professor of Psychology
B.A., University of Iowa, 1959
M.A., University of Iowa, 1961
M.A., University of Missouri at Columbia, 1965
Ph.D., University of Missouri at Columbia, 1968

Douglas Raybeck, Assistant Professor of Anthropology
B.A., Dartmouth College, 1964
M.A., Cornell University, 1968
Ph.D., Cornell University, 1974

Jeffrey A. Ross, Instructor of Government (On leave spring, 1976)
B.A., Harpur College, State University of New York, 1969
M.A., University of Minnesota, 1972

Alphonse J. Sallett, Instructor of Sociology
B.A., Albright College, 1963
M.A., Syracuse University, 1965

Carl J. Schneider, Professor of Government and Vice President for Research and Evaluation
A.B., Oberlin College 1939
Ph.D., University of Wisconsin, 1943

Drury R. Sherrod, Assistant Professor of Psychology (On leave 1975–76)
B.A., Southern Methodist University, 1965
M.A., Johns Hopkins University, 1967
Ph.D., Stanford University, 1971

Bruce Wittmaier, Assistant Professor of Psychology
A.B., Lehigh University, 1963
Ph.D., University of Rochester, 1969

THE HAMILTON FACULTY

John Martin Carovano (1963), President
A.B., Pomona College
A.M. and Ph.D., University of California (Berkeley)

Sidney Wertimer, Jr. (1952), Provost
B.S., University of Pennsylvania
A.M., University of Buffalo
Ph.D., London School of Economics

Walter Lawrence Gulick (1975), Dean of the College
A.B., Hamilton College
A.M., University of Delaware
Ph.D., Princeton University

Robin Bryan Kinnel (1966), Associate Dean of the College
A.B., Harvard University
Ph.D., Massachusetts Institute of Technology

R. Gordon Bingham (1972), Dean of Students
A.B., Middlebury College
A.M., Northwestern University

Faculty Emeritus

James Alvin Adkins (1962), Associate Professor of Mathematics, Emeritus
B.S., United States Naval Academy
M.S., Purdue University

Sidney Bachley Bennett (1939), Secretary of Admission, Emeritus
A.B., Hamilton College

George Harvey Cameron (1932), Professor of Physics, Emeritus
B.S., University of Saskatchewan
Ph.D., California Institute of Technology

Robert Rose Carson (1949), Associate Professor of Speech, Emeritus
B.S., Hamilton College
A.M., Hobart College

Earl Wendell Count (1946), Professor of Anthropology, Emeritus
A.B., Williams College
B.D., Garrett Biblical Institute
Ph.D., University of California (Berkeley)

John Sake Gambs (1946), Professor of Economics, Emeritus
A.B. and A.M., George Washington University
Ph.D., Columbia University

Charles Augustus Godcharles (1951), Professor of Psychology, Emeritus
A.B., Bucknell University
A.M. and Ph.D., Duke University

Edgar Baldwin Graves (1927), Professor of History, Emeritus
A.B., Haverford College
A.M. and Ph.D., Harvard University
LL.D., Haverford College

Thomas McNaughton Johnston (1934), Professor of English, Emeritus
B.S., Washington and Jefferson College
A.M., Tulane University
Ph.D., Duke University

Asa Emanuel McKinney (1928), Professor of Chemistry, Emeritus
A.B. and A.M., Indiana University
Ph.D., Cornell University

John Robert Mattingly (1931), Professor of Latin, Emeritus
A.B., University of Chicago
Ph.D., Yale University

Colin Finnie Miller (1955), Professor of Religion, Emeritus
A.M. and B.D., Glasgow University
D.D., Susquehanna University

George Lyman Nesbitt (1930), Professor of English, Emeritus
A.B., Hamilton College
A.M. and Ph.D., Columbia University

C. Stanley Ogilvy (1953), Professor of Mathematics, Emeritus
A.B., Williams College
A.M., Columbia University
Ph.D., Syracuse University

Paul Parker (1948), Professor of Art, Emeritus
A.B., University of Illinois
A.M., University of Chicago

Philip Virgilius Rogers (1937), Professor of Biology, Emeritus
A.B. and A.M., Hamilton College
Ph.D., Yale University

Winton Tolles (1947), Dean of the College, Emeritus
A.B.and A.M., Hamilton College
Ph.D., Columbia University
Litt.D., Delaware Valley College
L.H.D., Hamilton College

Mox Arthur Weber (1927), Professor of Physical Education, Emeritus
A.B., Oberlin College
A.M., Columbia University

Professors

Edwin Blois Barrett (1950), Hamilton Alumni Memorial Professor of English
A.B., Macalaster College
A.M., University of Minnesota
Ph.D., Columbia University

Gregory Joseph Batt (1948), Professor of Physical Education
A.B., Colgate University

Russell Thorn Blackwood III (1957), John Stewart Kennedy Professor of Philosophy
A.B., Dartmouth College
A.M., Colgate University
Ph.D., Columbia University

Stephen Bonta (1961), Professor of Music
A.B., Yale University
A.M., Columbia and Harvard Universities
Ph.D., Harvard University

Austin Briggs, Jr. (1957), Professor of English
A.B., Harvard University
A.M. and Ph.D., Columbia University

Robert Marcellus Browning (1949), Marjorie and Robert W. McEwen Professor of German
A.B., William Jewell College
A.M. and Ph.D., Princeton University

Thomas Edward Colby[4] (1959), Professor of German
A.B., Hamilton College
A.M. and Ph.D., Princeton University

Christopher W. Covert (1966), Director of Admission
A.B., Hamilton College
A.M., Case Western Reserve University

A. Duncan Chiquoine (1966), Stephen Harper Kirner Professor of Biology
A.B., Swarthmore College
Ph.D., Cornell University

Rouben C. Cholakian (1963), Professor of Romance Languages
A.B., Bates College
A.M. and Ph.D., Columbia University

Leland Earl Cratty, Jr. (1958), Professor of Chemistry
B.S., Beloit College
Ph.D., Brown University

James Steele Allison Cunningham (1968), Edward North Professor of Classics
A.M. and B.D., University of Glasgow
B.Litt., University of Oxford
A.M. and Ph.D., Princeton University

James Bolton Davis (1958), Professor of French
A.B., Williams College
A.M., Middlebury College
Ph.D., University of Pennsylvania

Donald John Denney (1957), Professor of Chemistry
B.S., University of Pennsylvania
Ph.D., Brown University

Abraham Edel[6] (1975), Truax Visiting Professor of Philosophy
A.B. and A.M., McGill University
A.B., Oxford University
Ph.D., Columbia University

David Maldwyn Ellis[4] (1946), P. V. Rogers Professor of American History
A.B., Hamilton College
A.M. and Ph.D., Cornell University

John Francis Ellis (1959), Professor of Biology
A.B. and A.M., Amherst College
Ph.D., University of Edinburgh

Elizabeth Farquhar Flower[6] (1975), Truax Visiting Professor of Philosophy
A.B., Wilson College
A.M., University of Pennsylvania-Bryn Mawr College
Ph.D., University of Pennsylvania

Nicolas John Gerold (1951), Stone Professor of Biology
A.B. and M.S., Brown University
Ph.D., Cornell University

George Albert Gescheider (1964), Professor of Psychology
B.S., Denison University
M.S., Tulane University
Ph.D., University of Virginia

Walter Lawrence Gulick (1975), Professor of Psychology
A.B., Hamilton College
A.M., University of Delaware
Ph.D., Princeton University

Franklin Grant Hamlin[11] (1948), Professor of French
A.B., Bowdoin College
A.M. and D.M.L., Middlebury College
Diplôme de l'Ecole Supérieure des Professeurs de Français à l'Etranger, Université de Paris

David Hawley[3] (1954), Professor of Geology
B.S., University of Vermont
M.S., Cornell University
Ph.D., Columbia University

James Franklin Hunt (1946), Professor of Education
B.S., University of Pennsylvania
M.S., Massachusetts State College
Ph.D., Yale University

Donald Maxstadt Jones (1949), Professor of Physical Education
B.S. and A.M., Rutgers University

Edwin Borden Lee (1958), Professor of History
A.B., Duke University
A.M. and Ph.D., Columbia University

Otto Karl Liedke (1934), Munson Professor of the German Language and Literature
Berlin Oberrealschule
A.M. and Ph.D., Cornell University

Dwight Newton Lindley (1952), Hamilton B. Tompkins Professor of English Literature
A.B., Hamilton College
A.M. and Ph.D., Columbia University

Eugene Milton Long (1953), Professor of Physical Education
B.S. and M.S., State University of New York College at Cortland

Lawrence Robert McManus (1960), Professor of Biology
B.S., M.Ed., and Ph.D., Cornell University

Marcel Ian Moraud (1950), Burgess Professor of Romance Languages
Baccalauréat ès Lettres, Limoges
A.M., University of Texas
Licence ès Lettres and Diplôme, D'Etudes Supérieures
Doctorat d'Université de Paris.

James Penney (1948), Margaret Bundy Scott Professor of Art
B.F.A., University of Kansas

Walter Pilkington (1952), Librarian
A.B., Brown University
A.M. University of Chicago

Donald Brandreth Potter (1954), Professor of Geology
A.B., Williams College
A.M., Brown University
Ph.D., California Institute of Technology

Channing Bulfinch Richardson (1952), Henry P. Bristol Professor of International Affairs
A.B., Amherst College
Ph.D., Columbia University

James Walter Ring (1957), Winslow Professor of Physics
A.B., Hamilton College
Ph.D., University of Rochester

Landon Gale Rockwell[1] (1950), James S. Sherman Professor of Political Science
A.B., Dartmouth College
A.M. and Ph.D., Princeton University

Charles Lafayette Todd (1959), Upson Professor of Rhetoric and Oratory
B.S., Hamilton College
A.M., Columbia University

Sidney Wertimer, Jr. (1952), Leavenworth Professor of Economics
B.S., University of Pennsylvania
A.M., University of Buffalo
Ph.D., London School of Economics

Jay Gomer Williams[4] (1960), Walcott-Bartlett Professor of Ethics and Christian Evidences
A.B., Hamilton College
M.Div., Union Theological Seminary
Ph.D., Columbia University

Warren Earl Wright (1962), Professor of Speech
A.B. and A.M., Emerson College
Ph.D., University of Illinois

Lawrence Karn Yourtee (1948), Childs Professor of Chemistry
B.S., Washington College
M.S., Georgia Institute of Technology
Ph.D., University of Texas

Associate Professors

John Timothy Anderson (1967), Associate Professor of Mathematics under the Samuel F. Pratt Endowment
A.B., Hamilton College
Ph.D., Duke University

R. Gordon Bingham (1972), Dean of Students
A.B., Middlebury College
A.M., Northwestern University

Rand Carter[2] (1970), Associate Professor of Art
A.B., Columbia University
M.F.A. and Ph.D., Princeton University

Melvin Becker Endy, Jr.[4] (1966), Associate Professor of Religion
A.B., Princeton University
B.D., Yale University Divinity School
A.M. and Ph.D., Yale University

Grant D. Jones (1968), Associate Professor of Anthropology
A.B., Florida State University
A.M. and Ph.D., Brandeis University

Robin Bryan Kinnel (1966), Associate Professor of Chemistry
A.B., Harvard University
Ph.D., Massachusetts Institute of Technology

Eugene Lewis (1967), Associate Professor of Government and The George Cogar Research Professor
A.B., Temple University
A.M., Indiana University
Ph.D., Syracuse University

Frederick Wellington MacDonald, Jr. (1966), Associate Professor of Physical Education
B.S. and M.S., Springfield College

Ivan Marki (1965), Associate Professor of English
A.B., University of Alberta
A.M. and Ph.D., Columbia University

Donald Carlton Mead (1975), Associate Professor of Economics
A.B., Haverford College
A.M. and Ph.D., Yale University

Jeremy Tyler Medina (1968), Associate Professor of Spanish
A.B., Princeton University
M.A., Middlebury College
Ph.D., University of Pennsylvania

David Richard Millar (1963), Associate Professor of History
A.B. and A.M., George Washington University
Ph.D., Cornell University

Peter J. Millet (1968), Associate Professor of Physics under the Litchfield Endowment
B.S., Rensselaer Polytechnic Institute
M.S. and Ph.D., Syracuse University

Philip M. Pearle (1969), Associate Professor of Physics
B.S., M.S., and Ph.D., Massachusetts Institute of Technology

Michael Saltman (1975), Visiting Associate Professor of Anthropology
A.B., University of London
Ph.D., Brandeis University

Robert Simon (1968), Associate Professor of Philosophy
A.B., Lafayette College
Ph.D., University of Pennsylvania

James Frederick Traer[3] (1969), Associate Professor of History
A.B., College of Wooster
A.M., J.D., and Ph.D., University of Michigan

Manfred Von Schiller (1959), Associate Professor of Physical Education
B.S. State University of New York College at Brockport
A.M., St. Lawrence University

Frederick Reese Wagner (1969), Associate Professor of English
A.B., A.M., and Ph.D., Duke University

Valerie M. Warrior (1973), Associate Professor of Classics
A.B., Cambridge University
M.A., McMaster University
Ph.D., University of London

David N. Young (1969), Associate Professor of Russian
A.B., Princeton University
A.M. and Ph.D., Columbia University

Assistant Professors

Brian William Beltman (1975), Assistant Professor of History
A.B., Northwestern College
A.M. and Ph.D., University of Wisconsin-Madison

Judith A. Bland (1974), Assistant Professor of Biology
A.B., Thomas More College
A.M. and Ph.D., Indiana University

David A. Birnbaum (1974), Assistant Professor of Mathematics
A.B., University of Rochester
M.S. and Ph.D., University of Illinois

Robert M. Cherry Jr. (1975), Assistant Professor of Physics
B.S., M.S., and Ph.D., University of Michigan

Patricia F. Cholakian[9] (1971), Assistant Professor of French
A.B., Bates College
A.M., Middlebury College
Doctorat d'Université de Paris

James M. Falvey (1975), Assistant Professor of Economics
A.B., Williams College
Ph.D., Michigan State University

Northrup Fowler III (1974), Assistant Professor of Mathematics
A.B., Bowdoin College
M.S. and Ph.D., Rutgers—The State University

Stephen Frantzich (1973), Assistant Professor of Government
A.B., Hamline University
M.A. and Ph.D., University of Minnesota

John Swan Gordon (1975), Assistant Professor of English
A.B., Hamilton College
M.A., Harvard University

Douglas James Herrmann (1973), Assistant Professor of Psychology
B.S., U.S. Naval Academy
M.S. and Ph.D., University of Delaware

Derek Charles Jones (1972), Assistant Professor of Economics
A.B., University of Newcastle upon Tyne
M.Sc., London School of Economics
M.A. and Ph.D., Cornell University

Steven Andrew Kaufman (1975), Assistant Professor of Philosophy
A.B., Rutgers—The State University
Ph.D., University of Pennsylvania

Bruce Kaufmann (1972), Assistant Professor of English
A.B., Grinnell College
A.M., University of Toronto

Robert William Kweit[10] (1974), Assistant Professor of Government
A.B., Syracuse University
M.A. and Ph.D., University of Pennsylvania

Anne L. Ludington (1975), Assistant Professor of Mathematics
B.S., Wheaton College
M.S. and Ph.D., Michigan State University

James G. Magyar (1975), Assistant Professor of Chemistry
A.B., Dartmouth College
Ph.D., Northwestern University

Glenn T. Miller (1974), Assistant Professor of Religion
A.B., University of Richmond
B.D., Andover-Newton Theological School
Th.D., Union Theological Seminary

Thomas Edward Murphy (1970), Assistant Professor of Physical Education
B.S. and M.Ed., Springfield College

John Higbee O'Neill[3] (1972), Assistant Professor of English
B.S., University of Wisconsin, La Crosse
A.M. and Ph.D., University of Minnesota

Gordon Dudley Prichett (1972), Assistant Professor of Mathematics
B.A., Williams College
M.A. and Ph.D., University of Wisconsin

Robert Raymond, Jr.[7] (1975), Assistant Professor of Geology
B.S., Bucknell University
Ph.D., University of California (Santa Cruz)

Elizabeth Muir Ring[9] (1968), Assistant Professor of Philosophy
A.B. and A.M., University of Manitoba
Ph.D., Brown University

Frederick Hull Roth, Jr. (1971), Assistant Professor of English
A.B., Yale University
A.M., Columbia University
Ph.D., University of Virginia

David Lawrence Smallen[4] (1972), Assistant Professor of Mathematics and Director of the Hamilton and Kirkland Colleges Computer Center
B.S. and M.S., State University of New York at Albany
Ph.D., University of Rochester

Lee Seaman Spear (1973), Assistant Professor of Music
A.B., Oberlin College

Annette Linda Stoller (1973), Assistant Professor of English
A.B., City College of the City University of New York
M.A.T. and Ph.D., Brown University

Orest Subtelny (1975), Assistant Professor of History
A.B., Temple University
Ph.D., Harvard University

Richard Peter Suttmeier (1970), Assistant Professor of Government
A.B., Dartmouth College
Ph.D., Indiana University

Jose Bernardo Tato (1967), Assistant Professor of Spanish
A.B. and B.S., Camaguey Institute
LL.D., University of Havana
A.M. and Ph.D., Rutgers—The State University

Jonathan Vaughan[3] (1971), Assistant Professor of Psychology
A.B., Swarthmore College
M.A. and Ph.D., Brown University

Sydna Stern Weiss (1974), Assistant Professor of German
A.B., Vassar College
A.M., Middlebury College and Princeton University
Ph.D., Princeton University

Hermine Williams[9] (1974), Assistant Professor of Religion
A.B. and A.M., Vassar College
Ph.D., Columbia University

David Roy Edward Wright (1973), Assistant Professor of Art History
A.B., Williams College
M.F.A., Princeton University

Lecturers

Joel W. Tibbetts, Lecturer in Religion and College Chaplain
A.B., Swarthmore College
B.D., Vanderbilt University

Instructors

Francoise Davis[9] (1971), Instructor in French
Baccalauréat ès Lettres, Bordeaux
Licence ès Lettres, Université de Bordeaux

Steven J. Heckler (1972), Instructor in Physical Education
B.S., West Chester State College

Jean Henry[8] (1975), Instructor in Art
A.B., Florida Atlantic University
M.A., University of Miami

Sanford H. Kessler[5](1975), Instructor in Government
A.B., Brandeis University

Germina Lubega (1974), Instructor in Economics
A.B., Vassar College
A.M., Duke University

Louis Steven Richman[7] (1975), Instructor in History
A.B., Dickinson College
M.A., Brandeis University

David Earl Rigsbee (1972), Instructor in English
A.B. University of North Carolina
A.M., Johns Hopkins University

Robert Grenville Van Buskirk (1975), Instructor in Biology
A.B. and M.A.T., University of Vermont

Part-Time Instructors

Stephen Best, Part-time Instructor in Music (organ, harpsichord and basic piano)
A.B. and M.Mus., Syracuse University

John Flaver, Part-time Instructor in Music (woodwind ensembles)

Shirley Hughes, Part-time Instructor in Education
A.B. and A.M., Syracuse University

Mary Armistead Jones, Part-time Instructor in Music (piano)
M.Mus., Florida State University

Athletic Coaches

Gregory Joseph Batt, Head Coach, Hockey and Tennis
A.B., Colgate University

Steven J. Heckler, Head Coach, Baseball; Trainer
B.S., West Chester State College

Donald Maxstadt Jones, Head Coach, Football and Golf
B.S. and A.M., Rutgers University

John G. Karin, Assistant Coach, Hockey
B.S., University of Nebraska

Eugene Milton Long, Head Coach, Track and Field and Cross-Country
B.S. and M.S., State University of New York College at Cortland

Richard Loomis, Assistant Coach, Football
B.S., State University of New York College at Cortland

Frederick W. MacDonald, Jr., Head Coach, Swimming; Assistant Coach, Soccer and Lacrosse
B.S. and M.S., Springfield College

Thomas E. Murphy, Head Coach, Basketball; Assistant Coach, Football and Track and Field
B.S. and M.Ed., Springfield College

Robert L. North, Freshman Coach, Basketball
B.S., Utica College

Manfred Von Schiller, Head Coach, Soccer and Lacrosse
B.S., State University of New York College at Brockport
A.M., St. Lawrence University

1 On leave, fall term 1975–76
2 On leave, fall and winter terms 1975–76
3 On leave, winter and spring terms, 1975–1976
4 On leave, 1975–76
5 Fall Term, 1975–1976
6 Winter term, 1975–1976
7 Spring term, 1975–76
8 Fall and winter terms, 1975–1976
9 Part-time
10 Director, Term in Washington, fall term, 1975–76
11 Director, Junior Year in France, 1975–1976

1975–76 CALENDAR FOR KIRKLAND COLLEGE

August		
25–28	Mon.–Thurs.	Faculty seminar.
28–Sept. 2	Thurs.–Tues.	Freshman Orientation and Registration.
29	Fri.	Dormitories open for upperclasswomen, 5 p.m.
September		
2	Tues.	Registration for upperclasswomen.
3	Wed.	Fall semester classes begin, 8 a.m.
10	Wed.	Hamilton: Last day to drop or add a course or to exercise pass/fail option.
17	Wed.	Kirkland: Last day to add a course. Last day to apply for Senior Project Grants for fall semester.
October		
3–4	Fri.–Sat.	Kirkland Board of Trustees Meeting. President's Council Meeting.
4	Sat.	Kirkland Parents and Grandparents Day.
11	Sat.	Hamilton Class Reunion and Homecoming.
17	Fri.	Midsemester recess begins, 4 p.m. Hamilton midsemester warnings due.
22	Wed.	Classes resume, 8 a.m.
29	Wed.	Last day to drop a Kirkland course wihout "WD" (withdraw from course) appearing on transcript.
November		
6–14	Thurs.–Fri.	Preregistration for Winter Study and spring semester.
8–9	Sat.–Sun.	Hamilton Parents Weekend.
15	Sat.	Kirkland Alumnae Board Meeting.
26	Wed.	Thanksgiving recess begins, 12 noon.
December		
1	Mon.	Classes resume, 8 a.m.
5	Fri.	Fall semester classes end, 4 p.m. Last day to change Winter Study registration.
6–9	Sat.–Tues.	Reading and conference period.
10–15	Wed.–Mon.	Hamilton final examinations.
17	Wed.	Christmas recess begins, 4 p.m. All dormitories close, 5 p.m.

January		
5	Mon.	Dormitories open, 10 a.m.
7	Wed.	Winter Study program begins, 8 a.m.
12–13	Mon.–Tues.	Conference on Business and the Academic Community.
30	Fri.	Winter Study program ends, 12 noon.
February		
6–7	Fri.–Sat.	Kirkland Board of Trustees Meeting.
9	Mon.	Spring semester classes begin, 8 a.m.
9–12	Mon.–Thurs.	Conferences for unsupervised Winter Study projects.
16	Mon.	Hamilton: Last day to drop or add a course or to exercise pass/fail option.
20	Fri.	Kirkland: Last day to add a course.
23	Mon.	Last day to apply for Senior Project Grant for spring semester.
March		
19	Fri.	Spring recess begins, 4 p.m. Hamilton midsemester warnings due.
April		
5	Mon.	Classes resume, 8 a.m. Last day to drop a Kirkland course without "WD" (withdrew from course) appearing on transcript.
5–9	Mon.–Fri.	Sophomores declare concentrations.
13–20	Tues.–Tues.	Preregistration for fall semester, 1976–77.
May		
7–8	Fri.–Sat.	Kirkland Board of Trustees Meeting.
	Sat.	Kirkland Alumnae Association Meeting.
19	Wed.	Hamilton Class and Charter Day.
21	Fri.	Last day of classes.
22–25	Sat.–Tues.	Reading and conference period.
26–31	Wed.–Mon.	Hamilton final examinations.
June		
5	Sat.	Kirkland Commencement.
6	Sun.	Hamilton Commencement.

AFFIRMATIVE ACTION PROGRAM FOR KIRKLAND COLLEGE

This program is adopted by Kirkland College pursuant to its commitment to the principles of equal opportunity for all minorities and women as reaffirmed by the President in his statement of November 1, 1973, which specifically pledges the College to a policy of non-discrimination against any person in employment or in any of its programs because of race, color, creed, religion, sex, family relationship, age or national origin.

I. Dissemination of Policy

The policy of non-discrimination and equal opportunity shall be communicated to all persons affected by the policy and those who deal with the College. The President's statement of commitment will be posted in public places in the College and distributed by means of official College publications.

A copy of the full Affirmative Action Program will be given to each new, potential, and current employee of the College to ensure that they understand the nature of the program and are familiar with its requirements.

II. Employment Practice

A. *Recruiting.* The College will make a deliberate and sustained effort to find, hire and promote minority and women faculty, staff and other employees. To this end, the following procedures and practices shall be instituted.

(1) In developing job descriptions, special attention will be given to requirements for experience, skill and academic attainments to ensure that these requirements do not constitute inadvertent discrimination. Such descriptions will be distributed to all persons involved in the recruiting, screening and selection process.

(2) The College will advertise all positions to the maximum practicable extent in appropriate professional journals and news media, with special attention to those directed to minority and women's clientele. Advertisements will not express a sex preference except as a bona fide occupational qualification for the position.

(3) The College will notify appropriate local and national minority and women's organizations, agencies and educational institutions of positions open, apprising them of the Affirmative Action recruiting policy and soliciting applications.

(4) All advertisements and other notices of position vacancies at Kirkland College (whether written or oral) shall convey the fact that the College welcomes the application of women and minority persons and is an affirmative action employer.

(5) Insofar as possible, College search committees will include women and minority members to aid in the location of qualified minority and women candidates for employment.

(6) Qualified persons will be considered for recruitment regardless of geographical location, marital status, family relationship, or number of depen-

dents. Pregnancy or possible pregnancy shall not preclude the consideration of women for employment, admissions, financial assistance, or any other program provided by the College.

(7) A list of minority and women's news media with special journals, and appropriate minority and women's organizations will be maintained and kept current by the Kirkland Human Rights Commission for the use of all persons involved in the recruiting, screening and selection process.

B. *Responsibility for Ensuring Affirmative Recruiting.* The Dean of Academic Affairs is responsible for ensuring adherence to affirmative action principles in the recruitment of faculty. The Division Chairpersons who recommend appointment to the dean are required to furnish the dean's office with a full account of steps taken to recruit minority and women applicants, including advertisements, recruiting letters, telephone calls, applications received, and written explanation of all cases where minority or women candidates were not offered appointment.

In the case of professional staff, administrative positions, and non-professional staff, similar reports will be made to the President by the persons responsible for recruiting.

C. *Compensation and Salary.* Salaries, compensation, and fringe benefits of minority and women employees shall be comparable to those persons with similar qualifications in similar positions. To correct any existing inequities and to prevent inequities in the future the following review practices shall be instituted:

(1) The President shall initiate through appropriate officers of the College an inquiry into salaries of minorities and women in comparison with those of other persons of comparable attainments, experience and quality of performance.

(2) These officers shall report their first findings to the President and the Human Rights Commission by December 1, 1974.

(3) If inequities are found to exist, the President shall incorporate in the next annual budget such adjustments as are necessary to correct these inequities. Adjustments so authorized will be handled in a manner paralleled to policy in regard to promotional increases, i.e., outside funds authorized for regular increments in staff or faculty salaries.

(4) Annual reports will be made by December 1 of each year on the compensations for minorities and women and shall include, where appropriate, the same mandate to give priority to necessary adjustments.

(5) The President and the Human Rights Commission will continually monitor for salary and compensation inequities. Where there are apparent inequities but no adjustment is proposed, the reasons therefore will be documented and justified to the Human Rights Commission in a statement.

D. *Employment Benefits.* Since employment benefits comprise a substantial portion of compensation, all possible steps will be taken to ensure that fringe benefits are available to all employees on an equal basis and without discrimination.

(1) Part-Time Status. The College distinguishes between two groups of part-time faculty employees: One comprised of persons whose association with the College is expected to be continuing, who have rights to tenure, leaves, and who carry pro-rated responsibilities for committee work, advising, and similar institutional service. The College is committed to securing pro-rated fringe benefits for these part-time faculty members. A second group includes faculty and other personnel whose appointment is considered temporary or whose responsibilities to the College are clearly limited: persons in this group are not eligible for fringe benefits nor tenure.

(2) Student employees are differentiated from other employees of the College by the limitations on their responsibilities and by the accommodation the College makes for them in terms of hours and vacations. They are not eligible for fringe benefits or remuneration proportionate to regular salaries, but their placement in jobs shall be made without restriction based on sex, race, color, creed, religion, national origin or age.

(3) Maternity Leaves. It is recognized that existing policy for academic personnel provides for maternity leaves on a non-discriminatory basis, i.e., it is granted on the same basis as leave for any other temporary disability. This policy shall be extended to all women employees, regardless of marital status. Further, the right of employees of either sex to leave for child-rearing purposes is expressly recognized on a non-discriminatory basis.

E. *Nepotism.* Although it is recognized that College policy prohibits discrimination on the basis of family relationship insofar as the appointment of faculty is concerned, this policy is hereby further defined to establish the following nepotism policy for the entire College.

(1) The best qualified persons will be recruited for all positions in the College regardless of family relationship.

(2) No College employee shall participate in institutional decisions involving the initial appointment or subsequent personnel decisions affecting the status of a relative. Alternative procedures for making such institutional decisions shall be developed to assure consideration based solely on merit.

(3) Family relationships shall not be used as a basis for denying rights, privileges or benefits of regular appointment or regular job status.

F. *Reappointment, Tenure and Promotion.* The College will examine the system for reaching decisions on reappointment, promotion and tenure (including promotion to administrative positions) to ensure that it does not operate to discriminate against minority and women faculty.

The College will move forthwith toward an equitable balance of minorities and women for all positions within the institution, beginning with a program to promote qualified minorities and women from within. Insofar as possible, higher level job openings will be filled by qualified minority and women candidates to achieve compliance with applicable goals and timetables as developed by the college Human Rights Commission. This Commission will evaluate the employment status of women and minorities to determine whether inequities exist and to recommend their correction, where indicated.

The College will take all practicable steps to ensure that qualified minorities and women participate in decisions on promotion and tenure. Committees having jurisdiction in matters of reappointment, promotion and tenure will include representation of minorities and women, wherever possible.

III. Other Internal Relationships

A further requisite of a sound policy of non-discrimination and equal opportunity is its extension to every day working relationships among the members of the College community, academic and non-academic.

Consideration of race, color, creed, religion, sex, family relationship, age and national origin shall not be used by any employee of the College to discriminate against employee or student in the assignment of duties and responsibilities, access to the use of College equipment and facilities, or enjoyment of its benefits and services. The right of each student, faculty member or employee to an unbiased evaluation of his or her academic and non-academic performance is specifically protected by this policy.

IV. The Kirkland Human Rights Commission

To institute and effect the Affirmative Action Program as soon as possible, the President will establish by November 30, 1973, a permanent Kirkland College Human Rights Commission, composed of five members chosen for their concern for better human relations, and their willingness to work actively to achieve it. The Commission will be comprised of 1 student, 2 faculty members, 1 member of the professional staff, and 1 member of the clerical staff. The Dean of Academic Affairs or his/her representative will sit on the committee, *ex officio,* without vote. The Commission will formulate its own rules of procedure. The Chairman of the Commission will be appointed by the President following selection of all members. Minority group members and women must form a majority in this Commission. Voting members of the Commission shall hold office for two-year terms, except that two of those first selected shall be for one-year terms only.

Selection to the Commission shall be as follows:

Student member — Presidential appointment. Initial term, one year; two years thereafter.

Faculty member — By election at large from the Faculty. Initial term, one year; two years thereafter.

Faculty member — Presidential appointment — Two year term.

Staff member (Senior) — Presidential appointment — Two year term.

Staff member (Clerical) — Election at large, by clerical staff; Two year term.

The Commission will execute the duties described throughout this document. Additionally:

(1) The Commission will oversee the Affirmative Action Program by periodically reviewing and analyzing the progress of Affirmative Action efforts, formulating and revising priorities, on issues relating to minorities and women.

(2) The Commission will serve as a hearing agency for grievances pertaining to matters of discrimination and non-compliance with the Affirmative Action Program. Whenever possible it will seek to negotiate a settlement between the parties concerned. Its function, however, is not judicial. If difficulties do not yield to reasonable negotiation the Commission will advise the complainant about further action which may be taken, including referral of the case to an appropriate state or federal agency.

(3) The Commission will undertake periodic reviews of the Affirmative Action Program, evaluating its progress and making a report to the College administration and the community. This report will be public.

November 1, 1973

Since the adoption of the above policy statement, the Kirkland College Human Rights Commission has adopted a number of supplementary documents and operating procedures which are available as a matter of public record through the Commission itself or through the Office of the President.

RULES AND REGULATIONS FOR THE MAINTENANCE OF PUBLIC ORDER AT KIRKLAND COLLEGE

The Kirkland College Community is a self-governing academic enterprise incorporated within the terms of a charter from the Regents of the University of the State of New York. This charter places final responsibility for the Community in the hands of the Board of Trustees of Kirkland College. The procedures and statements which follow are those which the Board has approved and which they have instructed the President to institute in the event that the normal programs of the College are disrupted by a person or persons with or without membership in the Community. They are published for the information of the Community and all who come to the Kirkland campus and they are filed with the Regents and the Commissioner of Education in compliance with Chapter 191 of the Laws of 1969 of the State of New York. The fullest possible involvement in the final form of these Rules and Regulations will be sought during the coming academic year from every element of the Kirkland Community. In the event of emendation, charges will be filed in accordance with the law.

I. While vigorously defending the right and practice of responsible dissent on or off campus, and while holding as one of its aims the institution of rational change when required within its Community, the College will not tolerate behavior which has the effect of disrupting the normal educational and related administrative functioning of the institution, its faculty, staff and students.

Behavior shall be considered disruptive of the College's function when it:

a. blocks egress or exit from College facilities, be they buildings, classrooms, offices, or more general areas for activities,

b. renders such facilities unusable through obstruction, destruction or harassment,

c. prevents any member of the Community* or any other person properly present from participating in his or her normal activities on the campus,

d. creates a situation or riot or threatens so to do, or

e. in any way willfully and substantially impedes the College's accepted purposes.

II. The President or his agent specifically designated for the purpose shall be empowered to declare when conduct, in any particular case, shall be considered to be so disruptive as to require the application of these Rules and Regulations. He shall, whenever possible, make such a decision in consultation with the widest available membership of the college community.

III. In the event it has been determined that disruptive behavior is taking place, the following procedures will be implemented:

a. As a matter of first priority, all participants in such disruptive behavior shall be informed when they are considered to be in violation of college regula-

*This includes trustees, administration, faculty and students. For purposes of this document, "administration" shall be construed as referring to all non-academic employees of the college.

tions as defined in I, above. They shall, at the same time, be asked to cease their disruptive activity within a specified period of time and be told what the consequences of refusal would be. They shall also be invited to meet immediately with the President or his agent at a specified area to discuss the reasons for the disruption.

b. On failure to respond to the above actions within the specified period, the President or his agent may invoke the temporary suspension of any student, faculty or staff member involved and (a) institute proceedings for criminal trespass against any visitor, licensee, etc., or (b) make application for a court order requiring the removal of all participants, or (c) take such other disciplinary or legal action as shall seem advisable to bring the specific incident to an immediate end. To the extent practicable, announcement of this fact shall be made to all participants together with the specification of a further brief interval at the end of which action shall be taken to bring about their removal or the cessation of their disruptive behavior.

c. A decent interval having elapsed, and no compliance being forthcoming, the President or his agent may request the removal of the offenders by Sheriff's officers or State Police.

d. Persons resisting removal by authorized officers of the law would be subject to arrest on those grounds.

Students so involved may be referred immediately to the duly constituted Committee on Student Life of the Kirkland Assembly with an administrative recommendation which may include suspension or permanent dismissal.

Faculty members so involved are subject to dismissal under the College's policies (A Statement of Policy Concerning Appointment, Tenure and Discharge of Faculty) which define disruptive behavior, as non-feasance of duty. Their right of review shall be assured by the same policy statement, and in the event that action for dismissal is instituted by the President and that the case is brought to appeal, the results of the deliberations of the Appeal Board shall be forwarded directly to the Trustee Committee on Personnel for final action.

IV. Nothing herein shall be interpreted to limit or impair the right of the President or his agent in the event of grave emergency to request the assistance of local law enforcement agencies, and to take such other action as he may deem necessary.

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